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ABSTRACT

This annual evaluation report on the Elementary Secondary Education Act Title I program in Illinois during Fiscal Year 75 examines program activities designed to improve the reading and literacy of participating students. It is one of several reports on various components of the FY 75 Illinois Title I program. The data for this report include responses to the Annual Self Assessment Questionnaire 89-10, teacher and parent interview schedules, observations and teacher comments regarding standardized testing. During the FY 75 regular term, Title I activities were conducted in 1,866 Illinois attendance centers and in 299 attendance centers during the summer term. (JM)

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State Board of Education

Illinois Office of Education

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State of Illinois Report on Title I, Public Law 89-10

Compiled by the

Program Evaluation Unit

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INTRODUCTION

The general format for the development of this report is divided into three sections. Section I is concerned with a brief summary of the significant findings, with the identification of specific recommendations based on the findings, and with the evaluators' comments.

Section II is concerned with longitudinal case-study information on Title I students, while Section III is concerned with the presentation of general information relative to cooperation between Illinois Office of Education (hereafter referred to as IOE) and LEA's in the development, implementation, and evaluation of Title I projects. It also includes the summary and an evaluation of the responses of the LEA's on the 1975 Annual Self Assessment Questionnaire 89-10 (see Appendix A). This section of the report discusses basic state statistics, staffing of Title I projects, inservice training, parental involvement in Title I projects, dissemination and coordination of Title I with other programs, methods of strengthening future programs, state agency monitoring of Title I programs, and trends of the future.

The appendices will contain the Annual Self Assessment Questionnaire 89-10 (Appendix A); a list of the Title I sites visited by School Approval and all summer term data (Appendix B); reading data by grade level reflecting information relative to students meeting and not meeting the LEA's standards of success (Appendix C); as well as data collected for the summer term (Appendix D).

This report in no way reflects a summary of the financial status of Title I in the state of Illinois. This information will be included on OE Form 4319 and OE Form 4384, which are due in Washington, D.C. on December 1.

Additional reports are being submitted to discuss Public Law 89-313, Programs for Handicapped Children; Public Law 89-750, Migrant; and Public Law 89-750, Neglected and Delinquent.

PURPOSE OF PROGRAM EVALUATION

An annual evaluation of Title I, ESEA programs is required by federal mandate. The report which follows is filed to fulfill the obligations of the state of Illinois for the evaluation of Title I, Public Law 89-10 projects.

The information contained in this report is also presented in accordance with the State Board of Education Goals. This particular report refers to the following goal:

> IMPROVING READING AND LITERACY
>
> Every school system should assure its community that students are prepared to leave the schools with the ability to read and communicate effectively. Every community should provide programs to assure every citizen's Right to Read.[1]

The report which follows will provide information for several audiences. For the Federal Government it will provide information concerning the application of Title I, Public Law 89-10 programs in the state of Illinois. For the Illinois Office of Education it will provide an overview of Title I Public Law 89-10 programs in the state, and will assist with future planning. Another audience will be the LEA's. Ideally, they will benefit from their own regular self-examinations. The LEA's, then, may be able to decide if they want to intensify or alter their programs in terms of emphasis.

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[1] State of Illinois. State Board of Education Goals Statement (Draft). 1975.

LIMITATIONS OF THE STUDY

The following report is based on data obtained from the Annual Self Assessment Questionnaire 89-10, FY 75 (see Appendix A) case studies of individual Title I participants and narratives from LEA Title I directors concerning parental involvement.

The Illinois Office of Education modified the Annual Self Assessment Questionnaire in order to incorporate additional data that USOE requested. Due to the late date of the modification and the late release of the forms, some LEA's did not have the type of data available that was requested. The particular modification centered on the activity sheets by grade level. The districts were requested to supply information on the number of students who exactly met the district's criteria of success, the number that surpassed the criteria, and the number of months by which they surpassed it. Finally, it included the number that did not meet the standard of success and the number of months by which they didn't meet it. Therefore, in reviewing this report, please keep in mind that not all the districts were able to complete the new area of the form.

ABBREVIATIONS AND TERMS

FY: Fiscal Year: A period beginning on July 1 and ending on the following June 30.

LEA: Local Educational Agency means a public board of education or other public authority legally constituted within a state for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a state, or such combination of school districts or counties as are recognized in a state as an administrative agency for its public elementary or secondary schools.

SEA: State Educational Agency means the officer or agency primarily responsible for the state supervisor of public elementary and secondary schools.

PAC: Parent Advisory Council

Educationally Deprived Children: Children who have need for special educational assistance in order that their level of educational attainment may be raised to that appropriate for children of their age, children who are handicapped, or children who are in institutions for neglected, or delinquent children.

Case Study: (As used in this report) A continuous collection of information about selected individuals and/or programs utilizing interviews with teachers, administrators, parents, students' records, as well as observations of students.

Project Area: An attendance area or combination of attendance areas, having a high concentration of children from low-income families, which, without regard to the locality of the project itself, is designed as an area from which children are to be selected to participate in a project.

Attendance Area: In relation to a particular public school, the geographical area in which the children who are normally served by that school reside. An attendance area for an elementary school may not necessarily be coterminous with an attendance area for a secondary school.

Teaching Staff: Staff members who render direct and personal services which are in the nature of teaching or the improvement of the teaching-learning situation. The term includes teachers, principals, consultants, or supervisors of instruction, librarians, guidance and psychological personnel; it also includes aides or other paraprofessional personnel employed to assist such instructional staff members in providing such services.

Frequency (f): Total number of individuals, schools, etc., falling within a group or category.

CHAPTER 1

SUMMARY

The main emphasis of the FY 75 Illinois Title I evaluation was the measurement of program outcomes and the collection of information on five Title I sites and 12 Title I participants. The information contained in this report, for the most part, was compiled from responses to the Annual Self Assessment Questionnaire 89-10, teacher and parent interview schedules, observations and teacher comments regarding standardized testing.

Participation of LEA's and Pupil Enrollment in Title I

Title I programs were conducted in 2,165 attendance area schools. This figure represents a decrease from FY 74 of 478 attendance area schools. The total number of public school students participating in Title I activities totaled 132,608 and 6,446 from nonpublic schools. This is an increase of 3,942 public school participants when compared to FY 74 data. However, it should be noted that data on 47 (7%) LEA's are not reported here due to the fact that their Annual Self Assessment Questionnaire forms were not returned or did not arrive in time to meet the data processing deadline. Observation, standardized tests, and teacher-made tests were the most frequently used methods of determining success across all activities.

One of the probes on the Annual Self Assessment Questionnaire explored the complete removal of students from Title I activities. The data indicate that 49,161 (43%) students who participated in the FY 74 program achieved their standards and as such were no longer required to participate in the Title I activities. However, 54,644 (48%) FY 74 participants also participated in the FY 75 Title I activities.

In reviewing the data collected in FY 74, two issues are quite noticeable: the total number of participants, and the number of participants not meeting the LEA's standards of success.

The number of Title I participants has increased across most of the Pre-K-K, 1-3 grade groupings. Using reading as an example, there is a 40% increase in Pre-K-K students, a 23% increase in students in grades 1-3, a 35% increase in students in grades 7-9, a 47% increase in students in grades 10-12, and an 81% increase in ungraded students.

The issue concerning the number of participants not meeting the standards of success raises many concerns. Again, using reading as an example, the percentage of students not meeting the standards for success for Pre-K-K was 62.8%, grades 1-3 was 48.4%, grades 4-6 was 39%, grades 7-9 was 47%, grades 10-12 was 38%, and ungraded was 54%.

The LEA's identified 682,673 students (356,714 males and 325,959 females) as being educationally disadvantaged. However, during FY 75, only 139,054 (20%) students participated in Title I activities. Data are not available on services/activities that the remaining 80% of the students may be involved in.

Nonpublic School Involvement

The data collected on the FY 75 Self Assessment Questionnaire show an increase of only one nonpublic school student from FY 74 (6,445-6,446). Between FY 71 and FY 75 there has been a decrease of 13,246 nonpublic school participants. This is an average of 2,629.2 nonpublic school students a year. In addition, 10 (40%) of the LEA's visited by the Title I School Approval Section were sited as having no participating nonpublic school students or not making efforts to involve the eligible nonpublic school students.

Academic Areas

As in previous years, more students were involved in Title I reading and math activities than any of the other activities. It is quite noticeable that during FY 75 a high concentration of students were involved in reading (103,103) and mathematics (47,842). Please note that a student could participate in more than one activity. Seventy-four percent of the total number of Title I students participated in reading activities. In addition, 34% participated in mathematics.

Results of Instructional Activities

The LEA's were looking for individual improvement in students (see Chapter 7). Over all the grade levels, individualized instruction, small-group instruction, and having a variety of materials and equipment were noted as major factors contributing to success. Irregular attendance and lack of motivation were frequently noted as factors contributing to failure. In reading, 37.2% of Pre-K-K students, 51.6% of grades 1-3, 61% of grades 4-6, 53% of grades 7-9, 72% of grades 10-12, and 46% of the ungraded participants met the LEA's standards of success. (For other activities and results see Chapter 7.)

LEA Opinions Concerning Strengths and Weaknesses

Concentrating on individual children or in small groups was mentioned the most frequently as being strengths of Title I programs. Having a variety of materials and a cooperative and qualified staff were also frequently mentioned.

Lack of time for instruction and lack of parental interest in the program or the children were frequently mentioned as weaknesses of the Title I programs. However, more parental involvement was the most frequently mentioned as being a method or procedure for strengthening Title I programs.

Inservice Training

There were 3,743 (unduplicated) teachers and 2,162 (unduplicated) aides participating in Title I training activities during FY 75. Twenty-seven point two percent of the districts indicated they had monthly inservice meetings. However, data are not available regarding the quality of the training, or the topics covered in the training sessions.

Parental Involvement

The evaluation data revealed that 229 (36%) of the LEA's had difficulty in meeting the federal requirements concerning the composition of Parent Advisory Councils. There is a decrease in the number of parents of Title I participants (-182) who are PAC members.

However, 416 regular term and 88 summer term projects feel that more parental involvement would be a way of strengthening the Title I programs. In fact there is a significant increase in the number of FY 75 projects (121) advocating more parental involvement than there was during FY 74.

Dissemination Techniques

In-house dissemination was the most frequently used by the LEA's. In addition, participation in professional meetings and non-Title I staff orientation were also frequently mentioned.

Coordination With Other Federally Funded Programs

ESEA, Titles II and III NDEA programs, cooperated with Title I programs more. It should also be noted that ESEA, Title VI, Part B also cooperated with Title I programs during FY 75.

State Agency Monitoring

The School Approval Section did an in-depth analysis of 25 Title I programs during FY 76. Consultants with a variety of expertise from LEA's were utilized in a team approach to visit the programs. In reviewing the reports by the School Approval Section, there appears to be a common trend in problem areas. These areas include lack of nonpublic school participation, lack of data on needs assessment, inconsistent selection criteria for participants within districts, lack of Parent Advisory Committees, need for longer time periods for Title I, need for more inservice meetings.

Numerous times the reports noted discrepancies between the actual number of participating students and the numbers indicated on the application forms.

Needs Assessment

A total of 424 (67%) of the LEA's filing the Annual Self Assessment Questionnaire indicated they relied heavily on previous assessments or did not do a needs assessment at all. In addition, 15 (60%) of the 25 LEA's visited by the Title I School Approval Section either did not have needs-assessment data or the data were not comprehensive or updated.

CHAPTER 2

ANALYSIS AND RECOMMENDATIONS

The information concerning Title I programs submitted by the Illinois LEA's teachers and parents is vital to the SEA in the areas of planning, approval, and monitoring. Due to the analysis of the data submitted, the SEA Evaluation Unit is making the following recommendations.

Parent Advisory Councils

LEA's should give consideration to:

1. The procedures utilized in selecting members of the Parent Advisory Committees to insure that existing legislation on the composition of PAC's is being met, as well as insuring involvement of the PAC in the planning, implementation, and evaluation of the Title I programs (Chapter 9).
2. Maintaining a PAC during both the regular and summer term since the data submitted by several LEA's indicate they don't have a PAC during the summer term (Chapter 9).

Research Areas

USOE, LEA's, and the SEA should give consideration to conducting research to determine:

1. Why there has been such a drop and continues to be a decline in the number of nonpublic school students participating in Title I programs.

2. How to design and implement a needs assessment that will assess the needs of educationally disadvantaged.

3. How evaluation can be done continuously so as to assist LEA's and the SEA assess the Title I programs.

4. If the PAC has an actual impact upon the Title I program and participants. If it does, has it been functional or dysfunctional?

5. Why is there such a high percentage of students involved in reading and math activities not meeting the LEA's standards of success?

6. What is an effective method/way for Title I staff and regular staff to coordinate activities and communicate needs, expectations, and outcomes?

7. If the amount of time students are involved in Title I activities has an effect on their achievement.

8. Why there is a decrease (23%) in the number of students in grades 4-6 participating in Title I and why there is an increase (47%) in the number of students in grades 7-9 participating.

9. How to design and implement a teacher needs assessment for inservice training.

Inservice

HEW, LEA's, and the SEA should give consideration to developing inservice programs on Title I for:

1. LEA's and SEA staff on how and when to conduct a needs assessment.
2. LEA's and SEA staff on how and when to evaluate the program.

3. Nonpublic school officials on the criteria which makes a nonpublic school student available for Title I services.
4. LEA's and SEA staff on how to organize a PAC, select members, and insure involvement.
5. LEA's and SEA staff on successful math and reading programs.
6. LEA's on how to keep updated and accurate records.

Needs Assessments

LEA's should give consideration to:

1. Doing an annual needs assessment of their students in order to plan and implement an effective Title I program.
2. Attending available inservice sessions that deal with when to do a needs assessment, how to do a needs assessment, and what to do with the results.

Nonpublic School Participation

LEA's should give consideration to:

1. Informing all eligible nonpublic schools of their right to participate in the district's Title I project.
2. Involving as many eligible nonpublic school students as possible without diluting services to public school Title I participants.

CHAPTER 3

EVALUATOR'S COMMENTS

While reading this report, it should be kept in mind that the data reflected here do not, in fact, totally represent the state of Illinois. Districts (47 or 7%) that failed to submit their Annual Self Assessment Questionnaire in time to be keypunched and computerized are not included in this report. Ideally, this problem will be eliminated as the LEA's and SEA become more sophisticated in their approach to evaluation.

Some of the probes of the FY 75 Self Assessment Questionnaire did indeed cause problems for some districts. Repeatedly questions came in concerning needs-assessment information. The questionnaire asked for the number of students (male and female) who were identified as being educationally disadvantaged according to the district's needs assessment. Many Title I directors (424, 67%) indicated that this particular probe presented a problem for them. They were uncertain if they should report

1. the number for which the district was eligible for funding; or
2. the number of students who actually participated in the program.

This leads to two questions:

1. Did the district do a needs assessment of the students?
2. How are students selected and what criteria are used?

The Federal Regulations state:

> 116a.21 Needs Assessment.
> Each application by a local educational agency for a grant under Title I of the Act shall contain an assessment of the special educational needs identified with educationally deprived children residing in the project area, including children enrolled in private schools. The assessment of needs shall demonstrate at least the following:
>
> (a) That the special educational needs were determined in consultation with teachers, parents, representatives of private school children, and representatives of other agencies which have a continuing and genuine interest in the children to be served;
>
> (b) That the needs of children, particularly as indicated by objective measures of educational deficiency in reading, written communication, and mathematics, have been carefully and fully documented;
>
> (c) That the assessment of needs has considered the needs of preschool children, children in early elementary grades, children in later elementary grades and secondary schools, dropouts, children in institutions for neglected or delinquent children (regardless of whether they reside in eligible attendance areas), handicapped children, and non-English speaking children;
>
> (d) That an order of priority has been established for addressing the various needs which have been identified and serving the types of children who have demonstrated such needs; and
>
> (e) That the assessment of needs has taken into consideration the results of evaluations of Title I programs carried out in previous years. (Federal Regulations, 1975, 11482).
>
> 116a.22 Project design, size, scope, and quality.
> (a) *Relationship of project to needs assessment.* Each project for which application is made by a local educational agency must be tailored toward meeting one or more of the special educational needs which have been identified in such application. Each such application for a grant shall describe the objectives of the project in relation to those special educational needs and the basis on which the achievement of those objectives will be determined as required by 116.33 of Part 116.

> It must demonstrate that the project has been sufficiently well planned to meet those objectives and that the project makes adequate provision for its implementation in an effective manner.
>
> (b) *Children to be served.* The project for which an application for a grant is made by a local educational agency must be designed to meet the special educational needs of those educationally deprived children who have the greatest need for assistance. The types of services offered in the project must correspond to the priority needs identified as required by 116a.21. However, none of the educationally deprived children who are in need of the special educational services to be provided shall be denied the opportunity to participate in the project on the ground that they are not children from low-income families or on the ground that they are not attending school at the time.
>
> (c) *Needs to be served.* (1) Each such project must be tailored to contribute particularly toward meeting one or more of the special educational needs of educationally deprived children as identified pursuant to 116a.21 and must not be designed to meet the general needs of schools of the student body at large in a school or in a specified grade in a school. (2) Nothing in this part prohibits the provision of services under this part to educationally deprived children in their regular classrooms or in other settings in which children who are not educationally deprived participate, if such services are designed to meet the special educational needs of identified educationally deprived children to be served and are provided under circumstances which do not impair the effectiveness of such services to such educationally deprived children.

The many comments and questions from the LEA's concerning the number of students identified by the needs assessments indicate that many of these districts did not do one. Hopefully, with the introduction of the newly organized Program Service Teams, LEA's will be given assistance and advice on when and how to conduct a needs assessment. As the Federal Regulations begin to place more emphasis on program outcomes, the LEA's will also have to place more emphasis on their needs assessments.

The chapter that follows contains the information collected using case studies on specific individual students.

CHAPTER 4

CASE STUDIES: THE SECOND YEAR

The Illinois Office of Education is entering its second year of case studies on individual Title I participants in five different sites. (See State of Illinois Report on Title I, Public Law 89-10 for FY 74.) Originally, five sites and six students were involved in the study. Due to a variety of reasons, two sites and two students were dropped. However, now the scope of the study has been broadened to again include five sites and 12 students. The sites vary in district size and types of program. For instance, two of the case study participants attend a five-room country school in rural Kewanee and two other students are attending school in a large, urban year-round (45-15) district.

Each of the five sites was visited at least three times throughout the year. The case study participants were observed during their Title I activities as well as during their regular classroom activities. Both the Title I and regular classroom teachers were interviewed, parents were contacted and informed of the study, and in some instances the observers talked with the participants to obtain their reactions to the Title I activities.

In addition, the Title I teachers provided information via tape cassettes and written reports on the participants. The FY 74 State of Illinois Report on Title I, Public Law 89-10 contains a description of the original sites involved in the study. Therefore, to avoid repetition, only the following two new participating sites will be described. (It should be noted that the intent of the study is not to compare students, activities, or sites but to relate observations and perceptions of the students as they are affected by Title I. In addition, the comments in italics are those of the SEA observers.)

BELLEVILLE COMMUNITY DISTRICT #118

Population: 40,000

County: St. Clair

School Term: Regular and Summer

Community Description

Belleville is located in the southwest part of the state and is approximately 14 miles from East St. Louis. There are several areas of industry in the town which contribute to the employment. Recently, the district has had much difficulty in trying to pass a Bond Referendum. This has resulted in several activities being dropped (i.e., P.E.) and more students per teacher.

Individuals Interviewed

teachers (4), aides (3), counselors (1), nurses (1), parents (7)

Program Objectives as Taken From Application

Early Elementary (1, 2, 3):

Each public and nonpublic student is expected to achieve one or more months gain for each month of Title I instruction as measured by comparison of pre- and post- Slosson Oral Reading test scores.

Each public and nonpublic student identified as lacking in ability to respond appropriately and adequately to complex social situations will, by the end of the school year, have demonstrated significant improvement in this area. The improvement will be measured by responses to a locally devised checklist, by teacher observation, and by observations and anecdotal records maintained by the supportive staff.

By the end of the 1974-75 school year, 75% of participating Title I students identified as having a language arts problem traceable to an acute unfavorable home environment will have demonstrated a significant gain in the content area as a result of alleviation or eradication of the home problem. Success will be measured by positive parental responses stemming from home contacts and visits as documented by the supportive staff.

This particular project had approximately 221 students involved in Title I activities in four target area schools. The majority of the teaching staff have been with the district several years. The teachers work with the students only in small groups and on an individual basis. The students leave their regular classrooms approximately 30 minutes daily to participate in the Title I activities. The teachers expressed the opinion that most of the students they work with have low self-concepts, poor attitudes, and some health problems. According to the teachers the program is having a very definite and positive effect on the students. Of the seven parents interviewed, six were members of the Title I PAC. The role of the PAC is one of sharing ideas with the administration, giving suggestions, assisting in the project planning, and in evaluating the program.

The parents made the following comments:

> The Title I program brought one of my children up to potential in six months.
>
> I can't help each one with homework: Title I gives them the individual attention. It has helped them in reading and speech. The children would have stayed back without it.
>
> It helped him respond to the teachers. He reads in class now and the teacher is not afraid to let him try.
>
> It improved her reading skills tremendously. Her attitude toward reading is much more enthusiastic.

One particular interesting aspect of this project dealt with Parent Discussion Groups. The district had defined three major areas of training:

1. Values clarification
2. Understanding the individual child
3. Developing skills for more effective communication

The parents and several counselors held regular weekly meetings to discuss problems they were experiencing with their children. The Title I teachers were encouraged to attend the training sessions. The session leaders/counselors had established excellent rapport with the parents and this was evident in the openness displayed by the parents. Even though the district had difficulty in getting SEA approval for the discussion groups, it should be commended for the unique way in which parents and district staff are working together for the benefit of the students.

The second new site is Valley View Community Unit District 365. The following is a description of the site.

VALLEY VIEW COMMUNITY UNIT DISTRICT #365

Population: Romeoville - 12,674

Bolingbrook - 7,275

County: Will

School Term: 45-15 Continuous School Year Plan

Community Description

Romeoville and Bolingbrook are definitely "bedroom communities" where the only opportunities for employment exist in Joliet or Chicago. Within the last few years, the population has increased with immigration from West Virginia, Chicago, and Mexico; which has resulted in both communities being thrust into a cultural lag where "blue collar" and "middle management" people co-exist. The communities have a high rate of juvenile delinquency and very few sources of recreation or services available to youths. Four neighborhoods have been identified within the communities as being high-risk, potential dropout areas.

Individuals Interviewed

teachers (2), aides (2), counselors (1), parents (9)

Program Objectives as Taken From Application

Early Elementary (K-5)

1. Bring reading level in line with actual grade placement.

2. Remove academic failure due to non-motivation concerning academic program.

3. Provide general and personal preventative counseling on a continuous basis.

4. Decrease poor attendance pattern.

There are approximately 100 students participating in the Valley View Title I program. At the present time the Title I activities are conducted at the Title I center which is housed in a church building away from the schools. Each child sets his/her own pace for completion of the program.

The room in which the Title I activities take place has 19 individual carrels stretched around three sides of the room. Fifteen of the carrels have cassette tape recorders and earphones for listening to tapes. A Shadow Scope, Craig Recorder, and two Auto Vances (for use with a filmstrip and an audio cassette), are in the remaining stations.

Each child that enters the program is tested, and an individual program is then written for that child. The staff at the center estimates that it takes at least nine hours from the time of referral until the student starts in the program. The breakdown of time is as follows:

1 1/2 to 2 hours:	Elementary Level - Conferences with parents Jr. High, High School - Conferences with both student and parents
1 hour:	Counseling with the student
3 to 5 hours:	Testing
1 hour:	Individual program development

According to the staff, having a poor self-image is a big problem for the students who come to the center, and 95% of them are academically deficient. However, they feel the Title I program is having a positive effect on the students academically, and in addition the dropout rate decreased.

The Title I staff has very good rapport with parents of the students. The parents' attitudes toward the project could be summarized by the high number of referrals to the project made by parents themselves. Nine parents were interviewed. Some of their comments follow.

> The staff let the kids be themselves.
>
> The people here at the center have gone out of their way to help my son.
>
> The counselor here doesn't issue orders, but discusses concerns.
>
> At least my sons have a chance now because the staff here cares. The public school teachers don't really care whether the work gets done.

The following is the information on the individual students participating in the case studies which is comprised of observations by IOE staff and teacher comments. Each selected child has been assigned a pseudonym in order to protect his/her rights and identity. In addition, attempts have been made to not associate the student with his/her district.

Please note that the observations are spread over the period of one year, and are combined but reported in sequences fall through summer, as are the teachers' comments. The teachers' comments in the right-hand column have not been altered or censored. Also, the teachers' comments do not necessarily relate to what has been observed.

Name: Roger

Grade: 5

I.Q. (most recent score): 81

Title I Activity

Grade level at beginning of FY 75 program: 4

Expectancy level: grade level work

Goal(s) for student:

1. to bring up to grade level in reading
2. to bring up to grade level in spelling
3. to bring up to grade level in math

Grade level at end of FY 75 program: 5

Roger takes medication three times a day due to having been diagnosed as hyperactive. He was recommended to Title I by a team of teachers and counselors that work throughout the district.

Observations

Roger works on activities that have been specifically programmed for him. He is allowed to move freely about the room.

Roger was observed while working in the areas of both math and reading. The teacher assigned math first. He received plastic math cards and a red crayon from one of the aides. He then proceeded to select one of the available carrels and went immediately to work.

Roger tends to use both his right and left hand to write.

Teachers' Comments

Roger is on a structured medical program for asthma and hyperactivity. His parents recognized that he had problems relatively early. In fact, he is one of the district's original L.D. students. He is very large and strong for his age.

Roger has been very hyperactive lately but this could be associated with some of the other students who have recently been enrolled in the program.

He is having trouble with multiplication and carrying two places. Also, toward the end of his activities, be begins to get very hyperactive.

Roger Cont'd

Observations

Roger was having a difficult time calming down and he was very easily distracted. However, he made several attempts and finally managed to complete the task. One aide went over the errors he made with him. He was then assigned to working with flash cards in order to prepare him for an oral test.

His behavior was very noticeable at this time. He was pushing and hitting other students.

An aide asked Roger to move away from the other students. He proceeded to show her how to make an enclosed box by folding a piece of paper into a small square and blowing into it.

Roger's folder also shows that he has some artistic ability. He doodles and draws characters on most of his work papers.

He moved into a reading activity next. He was asked to read aloud a section of a story.

He is a slow word-by-word reader and lacks fluency.

Roger appeared to be very interested in the story and he listened attentively when the teacher pointed out certain aspects of the story.

Roger does have a difficult time concentrating for long periods of time. His behavior fluctuates constantly. He appears to be much more active now than when he was first observed.

Teachers' Comments

Roger's attendance span is short. He gets very frustrated and will chew on the corners of his paper. Roger's behavior is his biggest problem.

In his regular classroom he is in an open classroom situation. He needs much more structure. However, he is making some progress here and appears to like school involvement as well as the people he works with.

Roger is due for retesting. His progress has been slow. We just found out that he has a hearing loss in both ears. This is to be corrected in the next couple of weeks.

Name: Ronnie

Grade: Repeating 4

I.Q. (most recent score): 82

Title I Activity

Grade level at beginning of FY 75 program: 4

Expectancy level: grade level

Goal(s) for student:

The goals for Ronnie are to try and bring him up to grade level in reading. He is currently working on a 2.5 grade level. Another goal is to bring him up to a grade level in math skills. At the present time he is working at third grade level in computation.

Grade level at end of FY 75 program: 4

Ronnie's mother recommended him for consideration in the program after hearing about it from a neighbor.

Observations

Ronnie also works on a program that is specifically designed for him. He is allowed to move freely about the room.

Ronnie was observed while using a Hoffman Reader to read a story. When he finished with his story he summarized it to one of the aides. He then read a section of another story to the same aide.

He put his pencil on each word and read it as a separate entity and not a part of a sentence.

After completing his reading he selected a carrel in the room and moved on into a math activity. He seemed to be having a great deal of trouble working the math problem.

Teachers' Comments

Most of Ronnie's inattention is caused by frustration.

He has shown improvement and his program has been altered to focus more on math now.

He is easygoing and easily distracted.

Ronnie has had some major problems in reading. This could be pinpointed to the fact that his parents speak very little English at home.

He feels that he is extremely stupid. However, efforts are being made to help him overcome this. His repeated failure makes this task difficult.

Ronnie Cont'd

Observations

Ronnie was observed while he was off track (45-15 plan gives him 15 days of vacation which is referred to as off track). He appeared to be very sullen.

The aide had Ronnie listen to a tape on math. After he finished listening to it, he turned off the machine and stared into space for several minutes. Then he went to the aide's desk, returned the cassette, and received a film strip on multiplication. He moved to a carrel that had an Auto Vance.

Ronnie moved the film at his own pace which took about 20 minutes and did not ask for any assistance.

After he completed the film, he returned it to the same aide. She then worked with him on a one-to-one basis making flash cards on multiplication. He appeared to be going through the motions with little enthusiasm at first. However, the more the aide talked with him the more interested he became. He completed the flashcards and left for the day.

Ronnie does not appear to have a behavior problem. Throughout the entire year of observation he has been a very quiet child. He relates well with the other students and the Title I staff. However, when he was observed in his regular classroom it was obvious that the teacher was having Ronnie work on math problems that were far too advanced for him. Our suggestion to the Title I staff was to establish some sort of communication with the regular staff so they could work together on his problems.

Teachers' Comments

Ronnie is a very slow worker. He tries hard most of the time. He gets frustrated very easily.

Ronnie will be in Title I only three days a week now. He has been in the program almost a year now. It is getting him down having to come here every day.

Name: Linda

Grade: 2

I.Q. (most recent score): 91

Title I Activity

Grade level at beginning of FY 75 program: 1.0

Expectancy level: 1.7

Goal(s) for student:

1. increased sight vocabulary
2. improved comprehension skills - both literal and inferential
3. improved motor coordination
4. improvement in sound symbol association and sound blending skills

Grade level at end of FY 75 program: 1.5

Linda is on medication which is being used to control her behavior. She was recommended to Title I by her classroom teacher.

Observations

When first observed Linda was seen by the teacher on a one-to-one basis for 30 minutes a day. Linda and the teacher were working in a programmed book for reading which is designed to give a student immediate reinforcement.

She appeared to be an eager child and tried to do what the teacher expected of her.

The particular area that Linda was working on centered around the unglided A and I sounds. (Unglided A sound, black; unglided I sound, fish.)

Teachers' Comments

When Linda started school she happened to be in a group of very advanced kindergarten students. Her Metropolitan Readiness test scores placed her in the average to above average scores, but she still had the lowest score in the room. While she was in kindergarten, she was a severe discipline problem. She constantly picked fights, called other children names, and then told her mother that the other children were to blame. She has a difficult time getting and keeping friends.

Linda has shown only slight improvement in her reading ability.

Linda Cont'd

Observations

Linda had a difficult time remembering that she was working on the unglided I sound.

Next she worked on her cursive and spelling. She is in a programmed reader #1 and the spelling words were taken from the reader.

After she finished this exercise and before she returned to her regular classroom, the teacher asked her to draw a picture of a man.

Previously she had a difficult time putting her concept of a man on paper. She would leave parts of the body off.

Linda's drawing was complete this time and she seemed very pleased with herself.

Linda is now participating in a group Title I activity.

She was in a group with four other students. They were in the process of playing "Word Bingo." The game is played the same as regular "Bingo" is played except words are substituted for letters.

Linda was very eager to participate in the game. In fact, while playing, she became so excited when someone else called out "Bingo!" that she called out "Bingo!" too.

As one person won a game, that person got to call out the words for the next game. Linda won a game and therefore took a turn at calling out the words. She had little difficulty in pronouncing the words.

Teachers' Comments

At times Linda tends to ask questions and make statements that are completely unrelated to what is being discussed.

All of the teachers have noticed a change in Linda's behavior. She has improved in motor and fine motor coordination but still needs constant reinforcement. She uses a variety of attention getting devices, one of which is "getting sick." Her mother mentioned that Linda has been coming home complaining of headaches.

Throughout the year Linda obviously has progressed. She tries to use phonetic skills a little more.

Linda's behavior, again, I think has improved. There are still times when she aggrevates the other children and then comes up with the idea that they don't like her. But she is more eager to work with them.

She has a rather defeatist attitude. So when we get together and there is going to be a game, right away she assumes that, "I'm probably not going to win this, but I'd really like to."

She is somewhat of a loner at times.

Her specific behavior problems center around fighting, kicking, and losing things. She gets very upset and says no one likes her after she has punched somebody. She wonders why they don't like her. Linda just has general problems of getting along. She hurts others and doesn't really understand that she is doing it or realize it.

Linda Cont'd

Observations

Before the activity ended all of the students had taken their turn at calling out the words.

Linda is very consistent in her method of responding - totally verbal. Her state of excitement was quite evident during the entire game. In fact, at times she squeals and her entire body shakes. She especially became excited when she was close to winning.

It is quite obvious from observing Linda throughout the year that she definitely is a behavior problem. This became even more noticeable when she started working in a small group.

Teachers' Comments

Linda will play with anyone who will play with her, but she has a hard time finding people who will. I don't think she has anyone that she can really relate to or really talk to and share experiences.

Linda's progress has been slow in coming. She is most inconsistent in her behavior. She has shown progress in vocabulary and word attack skills. Her attention span is improving also. It is felt that Linda continues to need a great deal of help in all areas.

Name: Kevin

Grade: 2

I.Q. (most recent score): 94

Title I Activity

Grade level at beginning of FY 75 program: 1.4

Expectancy level: 3.0

Goal(s) for student:

1. increased sight vocabulary
2. improvement in sound-symbol association and sound blending skills

Grade level at end of FY 75 program: 1.7

Kevin was recommended to Title I by his regular teacher.

Observations

Kevin participates in the same group as Linda.

He was observed in an activity where the teacher had cut the word caterpillar up into individual letters. The idea of the game was for the four Title I students to brainstorm on as many words beginning with "c" or "cl" as possible. Kevin was distracted at times, but played along with the group. He did become quite frustrated when he couldn't think of any more responses.

When he appeared to be frustrated he would hit the sides of his head with his hands.

Teachers' Comments

Kevin should be in the third grade but has repeated one grade (first). Repeatedly, his attention span is quite limited and he can't function well in a group of more than six or seven. He simply doesn't retain. His primary problem may be one of auditory memory and discrimination.

Kevin has blending and diagraph problems. His visual memory age is 12 years but his auditory memory is only 5 years. He did pass the hearing test given by the school nurse, but perhaps more in-depth diagnostics are needed.

A little extra practice at home would help him be prepared and give him more confidence. The library program would be wonderful for Kevin. He could benefit from reading extra stories aloud.

Kevin Cont'd

Observations

After this exercise, the children wanted to work in their crossword puzzle books. They worked as a group on the books. When one girl spelled "chip" out loud, Kevin had difficulty in remembering what she said, even when the teacher repeated the spelling.

This example and a few others confirmed the teacher's comments which centered on the fact that she felt Kevin had auditory memory problems.

Kevin continued to need assistance with vowel sounds and he had trouble remembering words that the other students had used.

All of the students were given stickers for their work. Kevin and another student were very interested in collecting the stickers and putting them on separate sheets of paper instead of in their workbooks.

Kevin also participated in the same "Word Bingo" games as Linda. In fact, he won the first game.

He recently got new glasses and no longer hits the side of his head with his hands.

He is totally verbal in his method of responding to questions, probes, etc. However, he is not as verbal as some of the others in his group. He is quiet but very willing to participate.

Kevin was picked up later in the year. Therefore, he was only observed several times. He did, however, appear to be very well liked by the other students and eager to participate in the Title I activities.

Teachers' Comments

Kevin has shown some progress. I think he is a little more eager and likes to show off with his oral reading when we do activities together. He used to just sit and kind of let things go on by unless he was called on to take his turn.

Originally, he had the attitude of well, you entertain me and I'll sit back and watch.

He has never presented a behavior problem as far as negative behavior is concerned. He is well-behaved and is an interesting child.

Kevin gets along very well with all the other kids. He shares with the kids and it really doesn't matter if it is a boy or girl that he is going to work with.

The main problem is Kevin's retention or memory kind of thing. We do not think it is a learning disability of any sort, but that it is one where he is not hearing like we are or using the information like we would.

Kevin has not shown a great deal of progress. He appears to have definite problems in auditory perception in the areas of sound discrimination and in verbal auditory interpretation. Auditory memory is also an area of difficulty. He is a very cooperative child and will need to receive further special help.

Name: Leroy

Grade: 2

I.Q. (most recent score): 80

Title I Activity

Grade level at beginning of FY 75 program: 1.4

Expectancy level: make one full year's gain in reading

Goal(s) for student:

1. learn Dolch Basic Sight Vocabulary
2. improve reading level by one full year; improve rate, fluency, and comprehension
3. improve attention span

Grade level at end of FY 75 program: 2.6

He was recommended to Title I by his regular classroom teacher.

Observations

The group Leroy is in started the class off by doing motor coordination exercises. Leroy has some problems following directions. As a result, he had to repeat one of the exercises. The exercises consisted of making a half circle to the left, a whole circle to the right, and taking two steps forward (all done with the eyes closed).

Leroy tried to look at the other students by half way opening eye.

After the exercises were completed, Leroy joined three other students at a small table. Each student was given a pair of earphones so they could listen to a tape of a story from their reading books. The students listened to the tape once and then they listened a second time, and read along with the tape.

Teachers' Comments

Leroy has made some progress since school started. He is not a behavior problem.

At the present, his word attack skills need to be worked on. His writing ability has improved and he is more expressive now.

Leroy's work habits have improved markedly and he is more expressive now.

His work habits have improved markedly and he attends to lessons more seriously with less time spent in being the class "show-off." This serious attitude to both his reading and math lessons was very apparent as was his pride in achievements.

Leroy did accomplish all of his goals. On the Basic Sight Vocabulary Test (Dolch) he not only missed none of Set I, but only four of Set II.

Leroy Cont'd

Observations

During this entire exercise Leroy's feet were very active (swinging back and forth).

While reading with the group he lost his place several times.

When the group finished Leroy was sent to the Craig Reader to do some independent work.

Leroy works very well on an individual basis. He was not distracted or disturbed by the other activities going on around him.

Completing all of his work earned him the right to go to the corner library. He selected a book on crayfish and was very content to sit and read it.

(Again, he was not easily distracted.)

Leroy has a very mature sense of humor. In the initial stages of this study he was indeed the "class show-off." However, that particular aspect has mellowed into an unusual mature sense of humor.

Teachers' Comments

This fall I plan to give Leroy a Slosson Individual Intelligence Test to see if perhaps my expectations are too high. He exhibits many traits in learning which are characteristic of a more intelligent child than is indicated by the Lorge Thorndike Test. One has to remember that this test does not test aptitude which involves experiences with likenesses and differences.

Name: Sean

Grade: 3

I.Q. (most recent score): 106

Title I Activity

Grade level at beginning of FY 75 program: 1.4

Expectancy level: over one year's growth in reading

Goal(s) for student:

1. improved reading level, rate, and fluency
2. improved written work; Sean was extremely slow and had difficulty expressing himself in written work (disliked putting anything on paper)
3. improved self image

Grade level at end of FY 75 program: 3.9

Sean was recommended to Title I by his regular classroom teacher.

Observations

Sean was observed while in a group of five students. The class started out by listening to a tape (via headphones) of one of the stories from their books.

The students listened to the tape a second time and then read the story aloud. Sean was able to keep up with the tape and did not lose his place.

At times he has a slight hesitation when he is reading.

He does not exhibit the same hyperactivity as he did in the beginning of the case study.

Teachers' Comments

Sean's eye examination indicated that he may have some vision problems. However, these might be corrected through eye muscle exercises.

Sean is a "good little worker." His work habits are good but he works slowly. He seems proud of his improvement and apparently has a desire to continue this.

Sean made excellent progress in reading but is still extremely slow. His written work is also improved, and his attitude is somewhat better.

Sean Cont'd

Observations

The students were then asked to write a letter to Smokey the Bear using the five parts of a letter. Sean started on his letter immediately and did not become distracted by the questions that some of the other students were asking. When he had a problem spelling a word, he used a dictionary.

Sean had missed several weeks of school due to the fact that he had contacted head lice. This did not seem to affect his work at this time. He works very hard at whatever the task is, but is slow.

Teachers' Comments

For next year in reading we plan to work primarily with fluency, perhaps start on controlled reader materials.

We plan to emphasize written material and help with improvement there.

We use experience stories and summarize the stories that he has read.

Sean also received help in math. He had a G.E. of 2.3, 14% in September and a G.E. of 3.1, 20% in May. His greatest area is computation. Again, speed enters in on a timed test.

Name: Barbara

Grade: 2

I.Q. (most recent score): 97

Title I Activity

Grade level at beginning of FY 75 program: 2

Expectancy level: N/A

Goal(s) for student:

General Objective

1. one month's gain for each month of Title I instruction as measured by pre- and post-Schlosson Oral Reading Test scores
2. significant improvement in ability to respond appropriately and adequately to social situations

Specific Objective

1. improved handwriting skills
2. increased verbalization
3. improvement of basic social skills and self awareness
4. increased vocabulary
5. mastery of independent reading skills necessary for improvement in this area:
    a. vowel sounds
    b. phonic sounds
    c. comprehension skills

Barbara was recommended to Title I by the regular classroom teacher.

Barbara Cont'd

Observations

Barbara came to the room five minutes early and immediately began reading a book. At the suggestion of her friends, Barbara changed books. Both girls then quietly began to read the books. Barbara appeared to be very interested in the book and was not easily distracted.

She moved from reading the book to a group activity with two other girls. All three of the girls were working on a variety of areas such as: oral reading, sentence structure, spelling, dictionary use and word tenses.

She is more willing to respond nonverbally to questions than she is verbally. She would rather shake or nod her head and shrug her shoulders.

Barbara is unusually tidy. She has specific places for her possessions such as paper, pencils, books.

The teacher put several sentences on the chalk board and deliberately misspelled several of the words. Barbara was the first in the group to notice. When the students had finished pointing out the errors they were all rewarded for their work.

Throughout the year the observers have seen Barbara transformed from a shy, introverted student to an individual who is more verbal, more open and willing to participate with the other students. In addition to her "coming out," she also seems to be more academically motivated.

Teachers' Comments

Initially, Barbara was withdrawn and talk was limited to responses or remarks to a teacher or aide. At the present time, she works fairly well without much direct teacher supervision. She is also beginning to show confidence in her own abilities and requires less checking by the teacher. She is eager to finish something once she gets started on it.

Barbara is working more independently now. She has more self-confidence in her abilities and doesn't need teacher approval of correct responses. Barbara has progressed steadily in all reading skills. Progress in the areas of behavior, socialization, attitude, and self-concept seem to be consistent with academic progress.

(Self-concept can be defined as how a person views himself or what a person feels others think about him.)

Barbara has made noticeable gains in all specific objectives and has met the general objectives of the Title I program. She needs more work on socialization skills and self-concept to be able to function in a social situation on her own. Improvement in this area has been observed and future enrollment in Title I is recommended to help Barbara meet this goal.

Name: Wendy

Grade: 2

I.Q. (most recent score): ability level is indicated as average.
(Schlosson Intelligence Test; Draw-A-Person Test administered.)

Title I Activity

Grade level at beginning of FY 75 program: 2

Expectancy level: N/A

Goal(s) for student:

General objectives:

A. one month's gain for each month of Title I instruction, as measured by pre- and post-Schlosson Oral Reading Test scores

B. significant improvement in ability to respond appropriately and adequately to complex social situations

Specific objectives:

A. establishment of left/right directionality

B. mastery of Dolch Sight Vocabulary encountered in instructional readers

C. mastery of cognitive skills, essential to and leading to independent reading — i.e. sound/symbol relationship; phonic skills (begin, middle, and end consonant blends, diagraphs, etc.); structural skills (word endings - s, ed, ing, etc.); comprehensive skills (using context, determining main ideas, etc.)

D. increased vocabulary

E. increased awareness and improved understanding of self and environment

Grade level at end of FY 75 program: 2

Wendy was recommended to Title I by her regular classroom teacher.

Wendy Cont'd

Observations

Wendy is in a group with eight other students. On this particular day she had a "show and tell" to share with the group. She had two dolls that were designed for holding pajamas. She appeared to be very proud of her possessions and indicated that the dolls had belonged to her mother.

After showing the dolls to the class Wendy worked on her vocabulary words.

She received a star for doing such a good job of pronouncing her words.

When all of the students had finished with their vocabulary words, they watched a film strip of "Jack and the Beanstalk."
The film contained 24 of the vocabulary words the students had been working on.

Wendy wanted the teacher to read the sections of the story that were printed on the bottom of the film. However, each student took turns reading certain sections of the film.

Wendy occasionally checks with the teacher to see if she is pronouncing words correctly. She also tends to ask questions that are unrelated to an activity.

During the activity it was noted that Wendy spent a great deal of her time talking with the other students and is constantly fidgeting with something.

When first observed Wendy was somewhat reserved. Over the year she began to talk more and to constantly be asking questions. It is obvious that Wendy has not had many of the experiences the other students have. This definitely puts her at a disadvantage.

Teachers' Comments

Wendy has "come out" and has more confidence now. All the other students seem to accept her, even though she has difficulty with many concepts and very limited experiences.

She has never been a behavior problem. She does, however, think of the strangest things that are completely unrelated to what is being discussed. Wendy needs experiences to provide her with a background for learning.

Wendy has been making constant gains. Her vocabulary is increasing and her retention is good. However, she still has trouble distinguishing right from left.

She is very motivated and eager.

Wendy met Title I general objectives, and substantial progress was made in all specific objectives. Wendy is building a good foundation which will be an asset in mastering other skills as they are encountered. Wendy made noticeable gains in self-confidence and in socialization. Continued participation in Title I is recommended.

Name: Monica

Grade: 1

I.Q. (most recent score): 91

Title I Activity:

Grade level at beginning of FY 75 program: 1

Expectancy level: N/A

Goal(s) for student:

General objectives:

A. one month's gain for each month of Title I instruction, as measured by pre- and post-Schlosson Oral Reading Test scores

B. significant improvement to respond to social situations and gains in self-concept

Specific objectives:

A. increase vocabulary

B. cognitive skills mastered as to achieve grade level (1)

C. improve confidence in self and others

D. will show more skill in physical areas and directionality

E. will show reasoning skills and concepts through use of DUSO and other self-concept devices

F. improvement in independent reading

Grade level at end of FY 75 program: 1

Monica was recommended to Title I by her regular classroom teacher.

Monica Cont'd

Observations

Monica is in a group with five other students. The first activity the group participated in was Developmental Understanding of Self and Others (DUSO). The lesson for the day centered around sharing. Monica sat right next to the teacher and appeared to be very intent in listening and looking at the pictures in a book that the teacher held up.

She tells imaginative stories with much expression when prompted.

After the DUSO activity was finished, each student went to his/her individual station. Monica and two other girls were playing a word game. In order to get the game started, Monica held several colored pieces of the game in her hands. The other two girls selected a hand and were assigned that piece of the game to use.

The players spun a top that had numbers on each side (1-4). As the top stopped spinning and the final number appeared, the players moved their colored pieces the number of square spaces that corresponded to the number on top. Each square had a picture and word in it, with sections of the words underlined. The players had to say the word, then give a word that corresponded with the underlined letters.

It was obvious that Monica guessed the words by relying on the pictures in the squares to guess the words instead of trying to sound them out.

Monica was asked by the teacher to pronounce several words that were written on the chalkboard (mother, another, prize, fast, put, good, could, fence). She had great difficulty in pronouncing the words. With the teacher's assistance, she was able to pronounce the words.

Teachers' Comments

Monica shows enthusiasm for participating even though she may not know the correct responses. However, she is experiencing problems with recall. She does have poor auditory and visual memory. However, her attention span has been improving.

She has shown improvement but could do better if she applied herself.

There are 29 other students in Monica's regular class and this leaves the teacher very little time to give individual help.

The time we spend with Monica (40 minutes) is misleading because time is lost in travel, distribution of books, etc.

Monica showed remarkable progress since the beginning of school.

She has new glasses and is having some adjustment problems.

Monica has the general objectives and many specific objectives. Since she has gotten her glasses, improvement in all areas is almost unbelievable. Socially Monica has become very aware and participation in class is actually above level. With individual help I would expect Monica to achieve grade level at the end of the 75-76 school year. Participation at home is tremendous and shows in her improvement. Monica's use of phonetic analysis has rapidly progressed since she is able to distinguish letters through visual help with glasses.

Monica Cont'd

Observations | **Teachers' Comments**

She then joined the teacher and two other girls in a reading group.

Several times during the session, the teacher directed Monica to put her finger under the words in order that she might follow along and not get lost.

Monica is a tall child and seems out of place when compared to the other students. This does not, however, affect her relationship with the other students. She is close to several of them.

Name: Heather

Grade: 3

I.Q.: (Not available)

Title I Activity

Grade level at beginning of FY 75 program: 1.9

Expectancy level: to read at beginning third grade level

Goals for student:

to show knowledge of word families when reading by not hesitating

to readily apply phonetic rules when reading

to read independent material fluently

Grade level at end of FY 75 program: 2.6

Heather was referred to Title I by her mother.

Observations

Heather is in a reading group with two other students. She and another student were assigned an activity which required they use the controlled reader.

The third student was doing independent reading.

The two watched the reading film twice and then discussed the contents with the teacher and completed a test on the story.

Heather was very eager to respond to the questions and had very good retention.

She appears to be a happy child and is constantly smiling. Also she interacts very well with the other students.

Teachers' Comments

Heather has become more outgoing lately, but is easily overcome by the other students. However, just recently she was sitting on the floor next to me when another girl in the group told Heather to move. Heather did as the other girl requested.

Heather tries hard and is very consistent in her behavior.

Heather's knowledge of Basic Sight Words is good but she has a tendency to miscall them occasionally but then she goes back and corrects her errors.

Her attitude toward reading is very favorable. She is a conscientious and hard-working young girl. She is not easily frustrated and always puts forth her best effort to do a good job. She also encourages other students to try by her smile and a good word.

Heather Cont'd

Observations

Next Heather worked independently on reading "How a Seed Grows." She was not easily distracted by the noise of the other students.

When first observed, Heather was extremely shy. She has, however, started to be more open. Heather's parents are definitely interested in her progress.

Teachers' Comments

I felt that Heather had done quite well up to April 1st. After that her attitude changed to "I'm dreaming and I don't really care." She failed to hold the ground that she had gained after April 1st. This was due in part to the fact that her father had gone on an extended business trip and was home only two weekends a month. I visited and spoke with her mother, but she seemed to throw up her arms in helplessness. I feel that Heather could have done much better had she wanted to.

Name: Dennis

Grade: 4

I.Q. (most recent score): 101

Title I Activity

Expectancy level: 2.5

Goals for student:

1. have Dennis apply known phonics skills
2. improve auditory skills -- discrimination, closure
3. improve sight vocabulary
4. work on structural analysis
5. work on spelling skills
6. oral reading skills

Grade level at end of 75 program: 3.7

Dennis was recommended to Title I by his classroom teacher.

Observations

Dennis was observed while in a class with three other boys. He was involved in a reading activity and the teacher was reviewing his initial consonant sounds, long and short vowels, and blends.

Dennis tended to hurry at times which affected his accuracy.

Occasionally Dennis talked out loud and tried to distract the other students. At one point during the individualized time he and another student got into a verbal disagreement.

Teachers' Comments

When I first had Dennis in a group with three other boys, he constantly talked and wanted my attention all the time. When they worked individually, I had to be there by his side working along with him. Otherwise he got very little done. He also likes to distract the other boys from their work. Now he doesn't talk out loud in class any more but he still likes to distract the other boys when he is working individually.

With Dennis I have been working on skills in oral reading such as phrasing, punctuation, sentences, and expression. I can see that he has definitely improved in this area as we continue to work on it. I also finished a skills unit on syllables.

Dennis Cont'd

Observations

He is agressive and tends to use physical force. It appears as if he has a problem with self-control.

The students moved into another activity which centered around manual dexterity. Each child was allowed to select the color of clay he/she wanted and then was supposed to make something.

Dennis constantly bites his nails and appears to be very nervous.

Dennis required some assistance and continuously referred to how the teacher was helping the other students and not him.

He also continued to remind the other students of their behavior.

Upon meeting Dennis, one is astounded by his politeness. He is indeed a "little gentleman." However, he is completely different around other students. He becomes a definite behavior problem and appears to be very insecure.

Teachers' Comments

He understands what needs to be done, but still needs a little practice in order to be really sure about what he is doing. I also worked on direction skills — how to read them, how to give them, and how to follow through. With this he learns to organize and sequence his thinking better, and I also find I have to answer less questions on how to do a worksheet.

Socially, Dennis has gotten along better. The problems that are brought into my class are usually settled when we sit down and talk about them. I've even heard Dennis apologize for something he did which before he probably wouldn't admit he had done.

He needs to be more sure of himself in what he can do and the way his friends feel about him. He wants very much for his friends to approve of the things he does.

Dennis is a very bright child. He catches on to things very quickly.

Individually he works fine, but he must overcome some of his social attitude and behavior problems. His self-concept must improve and I think that he will do a lot better in reading and his regular class.

He is bright and aggressive and quite the "little gentleman."

His behavior is babyish at times and occasionally he has a temper outburst.

Dennis has a very large speaking and listening vocabulary which could very easily become a reading sight vocabulary with more work. His auditory skills still could be improved as he works more on spelling. His oral reading skills have improved greatly. He does apply a lot of his structural skills and some phonics, but could use a little more work in this area. Dennis' home environment has more discipline and concern which will help his behavior and self-concept.

Name: Wally

Grade: 2

I.Q. (most recent score): N/A

Title I Activity

Grade level at beginning of FY 74-75 program: 2

Expectancy level: N/A

Goal(s) for student:

General Objectives:

A. one month's gain for each month of Title I instruction, as measured by pre- and post-Schlosson Oral Reading Test scores

B. significant improvement in ability to respond appropriately and adequately to complex social situations

Specific Objectives:

A. mastery of cognitive skills needed to achieve independent reading

B. increased vocabulary

C. continued progress in developmental reading skills to achieve grade expectancy (3)

D. increased confidence and self-reliance

Grade level at end of FY 74-75 program: 3

Wally is suffering from a rare disease that results in the muscles being pulled away from the hip bone. Recently he was put in a body cast.

He was recommended to participate in Title I by his classroom teacher.

Observations

Wally is a nonpublic school student in a class with 5 other students.

He was observed first while doing several activities in his reading workbook.

Teachers' Comments

Wally has diagraph problems as well as a few reversal problems. He is more outgoing and is not as shy or reserved as he was in the beginning of the program. He has a great deal more confidence. Originally, he was lacking in skills but

Wally Cont'd

Observations

The teacher asked him to read several pages of a story to those in the room. He seemed very eager to participate.

Wally responds verbally to questions and has eye contact with those he is interacting with.

He became confused while doing the workbook activities and wasn't certain what page he should have been on. The aide cleared the problem up for him.

Since being put in the body cast, Wally either has to sit on the floor or be placed in a very low chair with a pillow behind his back. He frequently has to be moved to avoid discomfort and pain. This unusual amount of attention has definitely resulted in a change in his behavior. He is becoming more rowdy and demands extra attention.

Teachers' Comments

the small class situation has helped. He came into the class reading on a preprimer level and now he may be up around 2.4.

Wally might be becoming a little spoiled since being put in the cast.

Wally met Title I general objectives and achieved most of the specific objectives. In spite of the hardships encountered from the leg casts and inability to run, walk, sit, play, etc., Wally maintained a cheerfulness, and made the adjustments required by his physical impairment. He participated in summer school with enthusiasm, and was absent only when his casts had to be repaired.

Continued Title I participation is suggested to check progress in coming year which may have more than average problems due to conditions imposed by the lack of mobility and need for much individualized care.

The Illinois Office of Education plans to continue collecting information on those students participating in the case studies. Hopefully, it can convey the reality of the Title I programs in the lives of those involved.

In addition, we would like to thank those districts participating in the study for their time and cooperation.

Observer's Comments

The case studies on individual children have provided the opportunity for the SEA to take an in-depth look at the complexities that make up the framework of a district. Several issues were perceived as being noteworthy and should be mentioned as possible areas of future study or exploration.

One issue which perhaps should be investigated further centers around nonpublic school participation in Title I activities. The data collected in Illinois over the last couple of years indicate a continued and steady decrease in the number of nonpublic school children participating in Title I activities. SEA staff members have mentioned several reasons for this, ranging from a decline in nonpublic school participation to ignorance on the part of nonpublic school administrators as to the availability of the program. Whatever the reasons may be - they cannot be fully attended to in this report.

However, one of the districts participating in the case study has built up unique rapport with the nonpublic school staff in its district. The ease with which the nonpublic school staff and the Title I staff relate is commendable and perhaps could serve as a model for other districts to consider. After trying several ways of including nonpublic school children in the Title I activities this particular district has found a solution which meets the approval of both public and nonpublic staff.

Their solution may seem simple, yet it is centered on the art of communication. Space for Title I activities has been provided in one of the nonpublic schools. The Title I teacher goes to the nonpublic school each afternoon and works with those students who are eligible for participation. (During the summer the nonpublic school students attend the public schools along with the public school students.) This method of providing services to nonpublic school children has been arrived at only after -- 1) nonpublic school children attended public schools after school; 2) nonpublic school participants walked to the target area schools. Both of these methods proved to be unacceptable. Their present system is acceptable and allows the Title I staff to have access to immediate communication with nonpublic school staff.

Another offspring from the study again centers around communication. However, this concern rests with the lack of communication between regular classroom teachers and Title I teachers. It would seem that this "communication link" would be an important component in helping meet the needs of Title I participants. In several of the sites visited there was little or no contact between the regular teachers and the Title I teachers. This problem raises many questions, such as: Who referred the students?, What are their needs?, Is improvement being noted in the regular classroom?, Are the teachers duplicating their efforts?, Who will decide when the students will be released from Title I?, etc. When the total educational environment of a child is viewed, many concerns arise. Take for instance a child who is receiving services from Title I because he has a problem in reading; special education services because he has been diagnosed as having a learning disability; and bilingual services. On top of all this the child is confronted with the regular activities associated with his grade level. Ideally, all the staff should be working together to help meet the needs of the child. Realistically, perhaps two of the staff at the most are in contact with each other. This is not to say the child's needs are not being met -- it just might take longer. These are just a few of the concerns this particular issue poses.

During the visits to the districts the observers had the opportunity to meet and talk with many parents. Their enthusiasm and appreciation of the Title I services their children received have been voiced from Belleville to Valley View. (See parent comments in the site descriptions.) Ideally, every district could benefit from the support for and pride of the Title I programs these particular parents exhibited. However, research has indicated that some parents don't feel they have anything to offer to the area of education.

> Some administrators and teachers view parents as threats and wish they would stay away from the school. On the other hand, some parents, especially from low-income backgrounds, stay away from the school, do not trust school personnel, and feel powerless to influence the school and its activities.[2]

Perhaps the new regulations on parental involvement will provide an opportunity for parents to change previous research which has somewhat of a negative tone. It will take a cooperative attitude for parents and LEA personnel to reach the goals the Federal Government has established for parental involvement in Title I.

The last point to be considered focuses on TIME. Time is a serious concern, especially if a student leaves his regular classroom for a Title I activity that is scheduled daily for 25 to 30 minutes. The student may spend as much as ten minutes "settling down" and getting into his activity. That leaves anywhere from 15 to 20 minutes to work. However, as much as five (5) minutes of that time might be used for getting ready to return to the regular classroom. Again, this leaves 10 to 15 minutes in which the child is actually going to be confronted with instruction. On the average the student may be getting in one week's time (5 days) 50 minutes of instruction instead of 150 minutes.

The majority of research available on Title I students indicates that most of the students resemble each other in their personalities and in their lack of ability to grasp specific academic areas such as reading. However, the case studies on the 12 Title I students has provided the observer(s) with the opportunity to reassess the "traditional portrait" of Title I students that has been painted by worn-out psychological profiles and harried educators. Each of the students participating in the case studies is unique, has individual problems and goals. Reflecting over the observations of the past year, perhaps the only similarity in these students has been the fact that they had an academic deficiency. However, even in this similarity there are differences in degree of deficiencies, in the area of deficiencies and in the treatments prescribed for the deficiencies.

Roger takes medication to control his behavior, he needs a structured classroom situation, and he has reading and math deficiencies. Then there is Barbara who can work independently, initially was withdrawn but according to her teacher has made noticeable gains in her specific reading objectives and socially. These are just several examples of deficiencies in the 12 Title I students.

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[2] Gordon E. Greenwood, William F. Bravogel, Hatti Bessent, Some Promissary Approaches to Parent Involvement. Theory Into Practice (TIP). College of Education, Ohio State University, Volume XI, Number 3, June, 1971, p. 183.

The drop in nonpublic school participation, the lack of communication between regular and Title I teachers, problems in getting parents involved, and time factors all add up to concerns that are mutually shared by the LEA's and the SEA.

The following chapter discusses the number of students (public and nonpublic) that participated in Title I activities.

CHAPTER 5

PARTICIPATION OF LOCAL EDUCATIONAL AGENCIES AND PUPIL ENROLLMENT IN TITLE I

During the FY 75 regular term, Title I activities were conducted in 1,866 Illinois attendance centers and in 299 attendance centers during the summer term.

Table 5.1 compares the data from previous years as well as from FY 75 on the number of attendance area schools engaged in Title I activities.

Table 5.1

NUMBER OF ATTENDANCE CENTER SCHOOLS
FROM FY 71 TO FY 75

FY 71 # of Schools	FY 72 # of Schools	FY 73 # of Schools	FY 74 # of Schools	FY 75 # of Schools
3539	3036	2427	2642	2165

(Please note that these figures represent both regular and summer term; therefore, there may be some duplication of figures.)

There appears to be a gradual, yet consistent, decline in the number of attendance center schools between FY 71 and FY 73. There was a leveling off in FY 74. However, the figures for FY 75 again show a decline.

The total number of children for which the 632 regular term LEA's were eligible for funding totaled 356,278. The figures from the summer term totaled 51,104. (Again there may be some duplication in these figures.) However, during the regular term there were 356,714 male and 325,959 female students who were identified as educationally disadvantaged according to the various LEA needs assessments. During the summer term there were 24,176 males and 20,392 females.

The information referring to needs assessment should be considered as a rough indicator. When responding to LEA questions concerning completion of the Annual Self Assessment Questionnaire, it was noted that many directors were confused by the term needs assessment. In addition, they were concerned as to its relevance to their Title I program. Due to this confusion the LEA directors were inclined to refer to the actual number of students participating in Title I and not the number of students, who after an assessment of their educational needs might qualify to participate in the program. Qualifying for the program would of course be subject to the criteria the LEA had established for participation.

Of the number of students identified as educationally disadvantaged 75,412 males and 57,196 females attending public schools participated in Title I activities (summer term = 8,287 males and 6,116 females). In addition, 3,640 males and 2,806 females (regular term) attending nonpublic schools participated in Title I activities (summer term = 525 males, 308 females -- may be duplicated figures).

Using the regular term figures it can be determined the state of Illinois can only treat 20% of the students identified as educationally disadvantaged. However, this percentage should be considered as an indicator only since not all the districts filed Annual Self Assessment Questionnaires or filed them too late to be included in the data.

The number of teaching staff (teachers, aides, etc.), totaled 4,410.5 for the regular term and 1,627.5 for the summer term.

Data collected during FY 74 indicated a decrease in the number of students participating in Title I activities. The following table characterizes the fluctuations in public and nonpublic pupil participation in Title I activities from FY 71 to FY 75 (regular term only).

Table 5.2

NUMBER OF PUBLIC AND NONPUBLIC TITLE I PARTICIPANTS FROM FY 71 TO FY 75

FY 71		FY 72		FY 73		FY 74		FY 75	
Public	Nonpublic	Public	Nonpublic	Public	Nonpublic	Public	Nonpublic	Public	Nonpublic
123,096	19,692	133,461	15,383	133,222	5,291	128,666	6,445	132,608	6,446*

* Please note that these figures represent the total number that participated during FY 75 and may differ from the total number of participants completing the program; (i.e., students moved, dropped out of the program, or were absent during tests!)

The data collected on the Annual FY 75 Self Assessment Questionnaire indicate a small increase in the number of public school students participating in Title I activities, and a stable number of the nonpublic school participants.

The ways in which Title I services were provided for nonpublic school children are illustrated in the following table.

Table 5.3 TITLE I SERVICES PROVIDED FOR NONPUBLIC SCHOOL PARTICIPANTS

Services	Participants Regular	Participants Summer
Nonpublic School Students Attended Public School Classes	4825	738
Project Staff Provided Services at Nonpublic Schools on a Regular Basis	1133	12
Nonpublic School Students Participated in Field Trips or Cultural Enrichment Activities	4410	425
Private School Employees Paid to Perform Services Outside Regular Hours	6	4
Other	180	9

(Districts could respond to more than one category.)

The most popular way of including nonpublic school students in Title I activities appears to be having the nonpublic school students attend public school Title I classes. Employing nonpublic school staff after hours appears to be an unpopular method of providing services to nonpublic school students. (See "Observer's Comments" in Chapter 4.)

The following chapter discusses the various criteria of success that the LEA's established for the Title I participants.

CHAPTER 6

LEA OPINIONS CONCERNING STRENGTHS AND WEAKNESSES OF TITLE I PROGRAMS

The SEA attempted to obtain opinions from LEA Title I personnel on the strengths and weaknesses of their Title I programs. Table 6.1 reflects the data collected on the strengths of the Title I programs.

Table 6.1 LEA'S OPINIONS ON THE STRENGTHS OF TITLE I PROGRAMS

Strengths	Frequency Regular Term	Frequency Summer Term
Concentration on Individual Child or Small Group	448	119
Each Child Works at a Level at Which He is Able to Succeed	156	26
Parental Support	75	25
Cooperative and Qualified Staff	204	44
Variety of Materials	245	46
Use of Aide to Allow for More Individualizing	14	7
Emphasis on Early Identification	2	1
Pupil/Teacher Relationship	35	9
Other	158	53

(Please note LEA's could have several responses.)

The most frequently mentioned strength is concentration on an individual child or small groups. Having a variety of materials and a cooperative and qualified staff were also frequently mentioned.

Other consisted of such statements as: good sound administration of the program, matching resources, acceptance by the district, and atmosphere.

Emphasizing early identification was the least mentioned of all the areas.

The weaknesses of the Title I programs are illustrated in Table 6.2.

Table 6.2 LEA'S OPINIONS ON THE WEAKNESSES OF TITLE I PROGRAMS

Weaknesses	Frequency	
	Regular Term	Summer Term
Lack of Time	139	25
Lack of Materials and Equipment	61	14
Lack of Facility Space (Room)	54	5
Scheduling Classes	76	3
Lack of Motivation on Student's Part	39	8
Lack of Parental Interest	104	26
Poor Cooperation Between Title I and Regular Teachers	53	6
Inadequate Pre-/Post-Testing	23	3
Other	274	88

(Please note LEA's could respond in more than one area.)

Other consisted of such things as students have negative attitudes, lack of attendance, funding does not permit the project to develop to its optimum potential, and the inability to grant high school credit for this program. Lack of time and lack of parental interest were also frequently mentioned as a weakness of the Title I program.

The LEA's were also requested to indicate the various ways in which they intend to strengthen their programs as a result of their evaluation. Their responses are noted in Table 6.3.

Table 6.3

METHODS OR PROCEDURES FOR STRENGTHENING TITLE I PROGRAMS

Method	Frequency Regular Term N = 632	 Summer Term N = 154
Hire More Teachers	147	26
Secure Updated Equipment	175	40
Individualize Instruction	276	64
Change Scope of Program	143	28
Revise Curriculum	155	28
Provide Smaller Classes	99	17
More Parental Involvement	416	88
Select Appropriate Students	194	40
Increase Inservice	283	55
Identify Students Earlier	235	66
Other	84	14

(Please note the LEA's could indicate more than one method.)

Although the form requested the LEA's to specify what "other" was, none of them did.

As the data in Table 6.3 indicate, more parental involvement is the most frequently indicated as being a method or procedure for strengthening Title I programs. In addition, increasing inservice, individualizing instruction, and identifying students earlier were also indicated as being popular methods or procedures for strengthening Title I programs.

In comparing the FY 74 to FY 75 data, the following table resulted.

Table 6.4 COMPARISON OF FY 74 to FY 75 DATA ON METHODS OF STRENGTHENING TITLE I PROGRAMS (REGULAR TERM)

Method	Frequency FY 74/N = 601	 FY 75/N = 632
Individualized Instruction	303	276
More Parental Involvement	295	416
Identify Students Earlier	240	235
Increase Inservice	220	283
Select Appropriate Students	191	194
Revise Curriculum	141	155
Secure Updated Equipment	151	175
Change Scope of Program	99	143
Provide Smaller Classes	74	99
Hire More Teachers	111	147
Other	67	84

It is interesting to note that there is a decrease in emphasis on individualized instruction and a greater emphasis is being placed on more parental involvement. The other areas have not had a significant increase or decrease in emphasis.

The following chapter discusses in detail the results of the instructional activities.

CHAPTER 7

RESULTS OF INSTRUCTIONAL ACTIVITIES

The LEA's are responsible for determining the methods to be used in selecting students for participation in Title I programs. The data on the Annual Self Assessment Questionnaire 89-10 for FY 75 provided the following information.

Table 7.1 PROCEDURES USED TO SELECT TITLE I PARTICIPANTS

	Frequency	
Procedures	Reg. Term N-632	Smr. Term N-154
Teacher Referral	620	150
Standardized Testing	608	125
Guidance/Counselor Referral	283	64
Grades	310	69
Parental Referral	322	95
Teacher-Made Tests	253	53
Other	103	20

(Please note the LEA's could indicate more than one procedure.)

As the table indicates, teacher referral and standardized testing are given a significant emphasis as procedures for selecting Title I participants. Teacher-made tests were the least mentioned as procedures for selecting participants. Since standardized tests were an important procedure used in selecting Title I participants, it is appropriate that the various tests used be explored. The Annual Self Assessment Questionnaire listed several tests. The frequency of their use is noted in Table 7.2.

Table 7.2 TESTS USED DURING REGULAR AND SUMMER TERMS

Tests	Frequency Reg. Term	 Smr. Term
Gates/Gates-MacGinitie	336	56
SRA Achievement	222	36
Metropolitan Reading	129	25
Stanford Achievement	202	47
California Reading	49	5
Iowa Test of Basic Skills	132	24
Nelson-Denny Reading Test	35	3
California Achievement	60	9
Other	324	74

(Please note that the LEA's could indicate more than one test.)

As the data indicate, the Gates/Gates-MacGinitie were the most frequently used tests. The SRA Achievement and Stanford Achievement were also frequently used. Of all the tests, the Nelson-Denny Reading test was the most used.

Testing of some type does play a big part in the LEA Title I programs; therefore, individual Title I teachers who had students participating in the case study were asked to voice their opinions concerning standardized testing. Their opinions are expressed as follows and have not been altered in any way.

> I feel testing is important and any test you give should be analyzed thoroughly in order to get the total value from them. I just don't rely on the scores, I want to see how they got those scores. I also rely on my personal observations of each child, particularly certain attitudes and behaviors. I also like to take notes on their daily work because I think it is a more relaxed situation than a testing situation. I feel individual testing is more valid than group testing.

I use the Peabody Individual Achievement Test and the Metropolitan Readiness Tests as a pre- and post-test. I also give the Woodcock, in order to find their different reading levels and some weaknesses and strengths in their reading. I use the ITPA to check language skills and development. I give the Gray Oral to find out about oral reading skills and an oral reading level. I use the Frostig and the Berry, if I think the children might have a perceptual or motor problem.

Other testing done with the student includes I.Q. tests given every other year. In the spring of each year the primary children are given Metropolitan Achievement tests and the intermediate children are given the Iowa Basic Skills test.

Generally, standardized testing provides a way of comparing a student, or group of students, with a normative group. I believe that standardized tests offer valuable information for purposes of diagnosis and achievement. The objectivity of standardized tests is important. However, I also believe it is important to be aware of the constraints which are involved in the use of such tests; i.e. validity, reliability, and amount of time and skill which are required for administration, scoring, and interpretation.

When properly utilized, I believe that standardized tests can offer useful information, but test results should be used in conjunction with other kinds of evaluative devices in order to give a more comprehensive picture.

We are presently using the Slosson Oral Reading Test as a pre-post measure of achievement. This test gives a quick measure of a child's word recognition skill level and is considered to be both valid and reliable. It is easily administered and quickly scored and interpreted; however, it does not measure comprehension or yield other pertinent information regarding attitudes, health, etc. which are often underlying factors in learning to read.

I have mixed feelings concerning the utility of standardized (achievement) tests for Title I students. I recognize that there must be some standard means of evaluating pupil progress or lack of progress in the Title I program. Too often, however, I have seen scores on such tests which do not reflect measureable gains in instructional reading level. Also, time spent in diagnosis, and hours spent in developing skills which must be measured before reading efficiency can be measured are not reflected in standardized achievement test scores — e.g. time spent in developing auditory perception and discrimination, visual discrimination and memory, directionality, motor coordination, etc. Timed tests penalize the child who must reread a reversed or transposed word or phrase to correct its accuracy in a contextual setting. Vocabulary sections and the content of comprehension sections of standardized achievements may be unrelated to interest and experience encountered by children of cultural deprivation. Self-concept and what a student feels he can do can strongly affect his efforts on achievement tests. All of these factors contribute to a question in my mind about the efficiency of standardized achievement tests designed for average children throughout the United States as an evaluation instrument for children who have been referred to the Title I program because they are judged capable of but are experiencing difficulty in achieving average expectancy.

Standardized tests which are designed for diagnostic information have my hearty endorsement. Our Title I program is diagnostic and clinical in nature, and information gained through the use of various tests is a valuable aid in accurate diagnosis and prescriptive treatment of reading difficulties.

I like the Slosson Oral Reading Test as an evaluation measurement for primary pupils. I have found the scores correlate very well with the reading levels determined by informal reading inventories, which I use to determine instructional reading levels for students in my Title I classes. It can be administered quickly as a check against teacher-observed progress. I feel that comprehension skill increases with ease in word recognition, and I would defer comprehension achievement evaluation until intermediate levels. I would like to use the Slosson Oral Reading Test plus the comprehension section of a standardized achievement test such as the Metropolitan to get a composite picture of achievement at levels 4, 5, and 6 where the scores of such achievement tests were affected by factors not apparent.

> A brief summary accompanying such scores and explaining remedial procedure in process might better supply information about Title I activities and the value of Title I programs to participating students.

> Standardized tests have been used to provide generalized data as a comparison of groups of children within the same age levels. They do give an indication of strengths and weaknesses in various subject and reading skills, but do not show an entirely accurate and specific range of abilities or reading levels. I believe tests administered to groups of children are generally less accurate than tests given individually.

> I like to use the Metropolitan Readiness Test for use with kindergarten and first graders. It gives a good indication of a child's level of maturity and knowledge of letters and sounds, listening skills, word meanings, and all essentials to preparation of reading. The Slosson Oral Reading Inventory is a quick test for knowledge of vocabulary at various reading levels. Scores often are representative of actual reading levels obtained by giving an informal reading inventory. This test seems to be most reliable to establish a child's instructional reading level, especially if the inventory is taken from the tests that will be utilized.

As the comments indicate there are several varied opinions regarding the use of standardized tests and testing in general. The new Federal Guidelines state

> (b) 116.33 Standards. The measurement of educational achievement of participating children shall be carried out with regard to objective standards or norms. (Federal Register. 116.33)[3]

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[3] U.S. Department of Health, Education, and Welfare, Regulations Title I of the Elementary and Secondary Education Act of 1965, Public Law 89-10 Title 45, Part 116 Revised, November 28, 1968.

In addition, USOE has contracted with NIE (National Institute of Evaluation) to design workable evaluation designs. NIE has in turn subcontracted with other research corporations such as RMC Research Corporation of California to assist in the development of evaluation models. Recently, RMC presented their models to the Illinois Office of Education. Testing of some type is necessary to implement any and all of their models. In fact, with two of the models, standardized tests (pre and post) are required. The third model requires only one standardized test be given sometime during the year.

It is difficult to estimate the impact these models will have on various districts if they are eventually mandated. One of the probes of the Self Assessment Questionnaire explored the complete removal of students from Title I activities. The data indicate that 49,161 (43%) students who participated in the FY 74 program achieved their standards and as such were no longer required to participate in the Title I activities. However 54,644 (48%) FY 74 participants also participated in the FY 75 Title I activities.

The remainder of this chapter will discuss by grade groupings the Title I activities and their results. It should be kept in mind when reviewing the following data that standards for selection of students and criteria for success, methods of instruction vary from district to district. Another point to be noted is the fact that not all districts were able to complete the new sections on the Annual Self Assessment Questionnaire which will be discussed later on in this chapter.

Pre-K-K will be the first grade grouping discussed. A total of 5,897 (3162 males, 2735 females) Pre-K-K students participated in Title I activities during FY 75. It should be noted that the numbers of participating students in this chapter may differ from the total number in Chapter 5 due to the fact that some students were dropped from the programs, were not post-tested, or moved from the district.

Table 7.3 represents the various Title I activities that Pre-K-K students were involved in.

Table 7.3

NUMBER OF STUDENTS MEETING AND NOT MEETING THE LEA'S STANDARDS OF SUCCESS BY ACTIVITY (REGULAR TERM)

ACTIVITIES FOR REGULAR TERM

GRADE LEVEL PREK - K

	STANDARD OF SUCCESS	
ACTIVITY	NUMBER MEETING STANDARD OF SUCCESS	NUMBER NOT MEETING STANDARD OF SUCCESS
READING	1,599	2,700
MATHEMATICS	90	14
LANGUAGE ARTS	73	21
CULTURAL ENRICHMENT	420	53
ENGLISH		
ENGLISH-2ND LANG.	27	1
INDUSTRIAL ARTS	7	
HOME ECONOMICS		
NATURAL SCIENCES		
PHY. ED./RECREATION	178	77
SOCIAL SCIENCES		
MUSIC		
BUSINESS EDUCATION		
ART		
VOCATIONAL ED.		
SPEECH	49	18
OTHER	932	169
NO ACTIVITY		

It should be kept in mind that students could and did participate in more than one activity.

As the data indicate, reading (73%) was the predominant activity for this grade grouping. The high number of students (62.8%) not meeting the LEA's standards of success is quite noticeable. The LEA does not have data which would explain this situation.

"Other" consisted of such things as self-concept, attitude change, readiness activities, and field trips.

The teachers used a variety of methods to determine success. These methods are illustrated in the following table.

LEA'S METHODS OF DETERMINING SUCCESS BY ACTIVITY (REGULAR TERM)

Table 7.4

ACTIVITIES FOR REGULAR TERM

GRADE LEVEL PREK - K

	METHOD OF DETERMINING SUCCESS				
ACTIVITY	STANDARDIZED TESTS	TEACHER MADE TESTS	OBSERVATION	CRITERION-REF. TESTS	OTHER
READING	65	46	57	11	4
MATHEMATICS	3	4	3		
LANGUAGE ARTS	13	2	8	10	
CULTURAL ENRICHMENT	4	2	9		1
ENGLISH					
ENGLISH-2ND LANG.	1		3	1	
INDUSTRIAL ARTS			1		
HOME ECONOMICS					
NATURAL SCIENCES					
PHY. ED./RECREATION			2		
SOCIAL SCIENCES					
MUSIC					
BUSINESS EDUCATION					
ART					
VOCATIONAL ED.					
SPEECH	2		2	2	
OTHER	17	20	11	6	
NO ACTIVITY					

Please note that many LEA's used more than one method of determining success.

For reading, the most frequently mentioned method of determining success appears to be standardized tests. However, teacher-made tests and observations were also frequently used.

Observation of some type was used in all of the activities. Criterion referenced tests were given very little emphasis as a method of determining success.

"Other" consisted of such things as checklists, teacher opinions, and classroom behavior.

As previously mentioned in this chapter, the expected standards of success varied from district to district. In fact, at times several different standards of success were mentioned for a grade grouping.

Table 7.5 reflects the various standards of success and their frequency.

Table 7.5

LEA'S EXPECTED STANDARDS OF SUCCESS
BY ACTIVITY (REGULAR TERM)

ACTIVITIES FOR REGULAR TERM

GRADE LEVEL PREK - K

ACTIVITY	EXPECTED STANDARD OF SUCCESS 1-6 MO. GAIN	7-12 MO. GAIN	1-1.5 MO. GAIN	1 MONTH	CHILD PROGRESS	STUDENT ABILITY	STUDENT LEVEL	NONE REPORT	OTHER
READING	5	1	1	3		1		2	25
MATHEMATICS	1							1	2
LANGUAGE ARTS		2				1			7
CULTURAL ENRICHMENT									4
ENGLISH									
ENGLISH-2ND LANG.		1							1
INDUSTRIAL ARTS									1
HOME ECONOMICS									
NATURAL SCIENCES									
PHY. ED./RECREATION									1
SOCIAL SCIENCES									
MUSIC									
BUSINESS EDUCATION									
ART									
VOCATIONAL ED.									
SPEECH	1								2
OTHER	1	1		1		1		1	13
NO ACTIVITY									

"Other" consisted of such things as to be able to read, to know the Dolch 220, attend class and behave, to listen more attentively, and to be able to keep up with the other students.

Besides "other," a 1-6 month gain and a 7-12 month gain were the most frequently used expected standards of success for this grade grouping. It should be noted that very few of the LEA's did not provide their expected standards of success.

As a result of a visit from the USOE review team, specific kinds of data requests were added to the Annual Self Assessment Questionnaire for FY 75. Many districts were unable to comply with these specific requests. Therefore, in reviewing the next two tables (7.6 and 7.7), it should be noted that they are not representative of all the districts, and the data should be considered as very rough indicators.

Table 7.6 reflects the number of months by which Title I participants did not meet the LEA's standard of success by activity as well as those that exactly met the standards.

Table 7.6

NUMBER OF MONTHS BY WHICH TITLE I STUDENTS DID NOT MEET AND THE NUMBER THAT EXACTLY MET THE LEA'S STANDARDS OF SUCCESS BY ACTIVITY (REGULAR TERM)

GRADE LEVEL PREK - K

ACTIVITIES FOR REGULAR TERM

ACTIVITY	LOSS BY MONTH -10	-9	-8	-7	-6	-5	-4	-3	-2	-1	EXACTLY MET
READING	2	1	1	2	7	3	3	2	15	27	94
MATHEMATICS									1	4	10
LANGUAGE ARTS										2	6
CULTURAL ENRICHMENT											4
ENGLISH											
ENGLISH-2ND LANG.	1										24
INDUSTRIAL ARTS											
HOME ECONOMICS											
NATURAL SCIENCES											
PHY. ED./RECREATION											
SOCIAL SCIENCES											
MUSIC											
BUSINESS EDUCATION											
ART											
VOCATIONAL ED.											
SPEECH								3		2	16
OTHER	1		1						1	7	4
NO ACTIVITY											

At the time of this writing, data has not been correlated between activity, expected standard of success and the number of months by which the students did not meet the standards.

As the limited data in Table 7.6 indicate, a large number of the students in each activity exactly met the LEA's standards of success. In addition, not meeting the LEA's standards of success by one or two months was frequently mentioned.

There were students who surpassed the LEA's standards of success. Again, this data should be considered as an indicator only since not all districts could report this data. Table 7.7 characterizes the number of months by which students surpassed the standards of success.

Table 7.7

NUMBER OF MONTHS BY WHICH STUDENTS SURPASSED THE LEA'S STANDARDS OF SUCCESS BY ACTIVITY (REGULAR TERM)

PREK - K

ACTIVITIES FOR REGULAR TERM

ACTIVITY	GAIN BY MONTH +1	+2	+3	+4	+5	+6	+7	+8	+9	+10
READING	51	49	28	20	4	5	2	5	5	15
MATHEMATICS	3	5	2	2	2	4				
LANGUAGE ARTS	5	4	3	4		1				
CULTURAL ENRICHMENT	3		1							
ENGLISH										
ENGLISH-2ND LANG.										2
INDUSTRIAL ARTS										
HOME ECONOMICS										
NATURAL SCIENCES										
PHY. ED./RECREATION										
SOCIAL SCIENCES										
MUSIC										
BUSINESS EDUCATION										
ART										
VOCATIONAL ED.										
SPEECH	1				4					1
OTHER	15	18	24	20	19	13	2			
NO ACTIVITY										

As the limited data indicate a large majority of the students in all activities surpassed the LEA's standards of success by 1 to 4 months.

The number of students surpassing the LEA standards of success in "other" is very noticeable. The data indicate a large number of students surpassed the standards of success by one to six months.

The various techniques used to implement Title I activities also vary from district to district. Table 7.8 reflects the various techniques utilized to implement Title I activities in the Pre-K-K grade grouping.

Table 7.8

TECHNIQUES USED TO IMPLEMENT TITLE I ACTIVITIES (REGULAR TERM)

PREK - K

ACTIVITIES FOR REGULAR TERM

TECHNIQUES USED

ACTIVITY	IND. INSTRUC.	TUTOR ASSIST.	SMALL GR INSTUCT.	LARGE GR INSTUCT.	FIELD TRIPS	INDIV. COUNSEL	GROUP COUNSEL	DRILL	OTHER
READING	34	17	31	7	8	8		21	3
MATHEMATICS	6	3	6	2	2	1	1	3	
LANGUAGE ARTS	8	3	8	3	3	2	1	2	
CULTURAL ENRICHMENT	5	1	5	5	4	2	2		
ENGLISH									
ENGLISH-2ND LANG.	4	3	4			1		3	
INDUSTRIAL ARTS									
HOME ECONOMICS									
NATURAL SCIENCES									
PHY. ED./RECREATION	1		1	2		1		1	
SOCIAL SCIENCES									
MUSIC									
BUSINESS EDUCATION									
ART									
VOCATIONAL ED.									
SPEECH	3	2	3	1	2			2	
OTHER	16	5	15	11	7	4	1	6	2
NO ACTIVITY									

Individualized instruction, tutorial assistance, and small-group instruction appear to be the most frequently used techniques in all activities. Drill was also used often. Group counseling was the least used across all activities.

The LEA's were requested to provide information concerning the major factors that contributed to success. This information was coded and is illustrated in Table 7.9.

Table 7.9

MAJOR FACTORS CONTRIBUTING TO SUCCESS
BY ACTIVITY (REGULAR TERM)

ACTIVITIES FOR REGULAR TERM

PREK - K

MAJOR FACTORS CONTRIBUTING TO SUCCESS

ACTIVITY	EARLY IDENTIF.	MATERIAL & EQUIP.	INDIV. INSTUCT.	POSITIVE ATTITUDE	SELF MOTIVATED	PARENTAL HELP	SMALL GR INST.	TEACHERS & AIDES	OTHER
READING		8	19	5	4	4	13	6	5
MATHEMATICS		1	1				2		2
LANGUAGE ARTS		1	2		1	2	1	3	3
CULTURAL ENRICHMENT	1	2			1	2	2	2	
ENGLISH									
ENGLISH-2ND LANG.			1	1	1				1
INDUSTRIAL ARTS									1
HOME ECONOMICS									
NATURAL SCIENCES									
PHY. ED./RECREATION			1		1		1	1	
SOCIAL SCIENCES									
MUSIC									
BUSINESS EDUCATION									
ART									
VOCATIONAL ED.									
SPEECH			2						1
OTHER	2	3	8		1	5	5	5	2
NO ACTIVITY									

Individualized instruction, small-group instruction, variety of materials and equipment, and qualified teachers and aides were the most frequently mentioned factors across all areas that contributed the success. Early identification and positive attitude of participants were the least mentioned as a factor contributing to success.

Factors considered by the LEA's as contributing to failure are reflected in Table 7.10.

Table 7.10

MAJOR FACTORS CONTRIBUTING TO FAILURE
BY ACTIVITY (REGULAR TERM)

PREK - K

ACTIVITIES FOR REGULAR TERM

MAJOR FACTORS CONTRIBUTING TO FAILURE

ACTIVITY	LACK OF MOTIVATION	IRREG. ATTEND.	DEFICIENT IN SKILLS	POOR ATTITUDE	EMOTION PROBLEMS	LACK PAR. INTEREST	TIME LIMITS	LOW INTELL.	OTHER
READING	3	8	6	2	4	4	3	7	9
MATHEMATICS		1						1	1
LANGUAGE ARTS	1	1	2	1	1	1		1	1
CULTURAL ENRICHMENT		1	1						3
ENGLISH									
ENGLISH-2ND LANG.						1		1	
INDUSTRIAL ARTS									
HOME ECONOMICS									
NATURAL SCIENCES									
PHY. ED./RECREATION			1						
SOCIAL SCIENCES									
MUSIC									
BUSINESS EDUCATION									
ART									
VOCATIONAL ED.									
SPEECH		2							
OTHER	1	8	1		2	1		2	4
NO ACTIVITY									

The most frequently mentioned factors that contributed to failure as indicated by the LEA's were irregular attendance, low intelligence, dificient in skills. "Other" consisted of such things as family background, too many outside activities, lack of experience, and watches too much television.

Poor student attitudes and time limitations were the least mentioned as factors contributing to success.

All data reflecting summer term activities can be found in Appendix D.

Grade groupings 1-3, a total of 48,108 (27,122 male, 20,986 female) in Title I activities will be discussed next. Table 7.11 reflects the data collected on the number of students meeting and not meeting the LEA's standards of success by activity.

Table 7.11

NUMBER OF STUDENTS MEETING AND NOT MEETING THE LEA'S STANDARDS OF SUCCESS BY ACTIVITY (REGULAR TERM)

GRADE LEVEL 1 - 3

ACTIVITIES FOR REGULAR TERM

STANDARD OF SUCCESS

ACTIVITY	NUMBER MEETING STANDARD OF SUCCESS	NUMBER NOT MEETING STANDARD OF SUCCESS
READING	23,883	22,426
MATHEMATICS	6,312	14,277
LANGUAGE ARTS	1,417	165
CULTURAL ENRICHMENT	432	7
ENGLISH	45	
ENGLISH-2ND LANG.	87	10
INDUSTRIAL ARTS		
HOME ECONOMICS		
NATURAL SCIENCES	4	1
PHY. ED./RECREATION	148	53
SOCIAL SCIENCES	27	
MUSIC		
BUSINESS EDUCATION		
ART	21	
VOCATIONAL ED.		
SPEECH	96	25
OTHER	11,587	3,151
NO ACTIVITY		

As the data indicate, reading (96%), math (43%), and language arts (3%) were the activities most engaged in by Title I participants in grades 1-3. "Other" (31%) consisted of self-concept, attitude, and behavior modification.

The data for reading indicate that 48.4% of the students participating in reading did not meet the various LEA standards of success. The data for math indicate 69.3% of the students participating in this activity did not meet the LEA's standards of success. The SEA does not have data to explain why the high percentage of students did not meet the LEA's standards of success.

The various methods of determining success for the 1-3 grade grouping are represented in Table 7.12.

Table 7.12

METHODS OF DETERMINING SUCCESS
BY GRADE LEVEL (REGULAR TERM)

GRADE LEVEL 1 - 3

ACTIVITIES FOR REGULAR TERM

	METHOD OF DETERMINING SUCCESS				
ACTIVITY	STANDARDIZED TESTS	TEACHER MADE TESTS	OBSERVATION	CRITERION-REF. TESTS	OTHER
READING	1,722	977	1,707	216	72
MATHEMATICS	145	192	275	13	6
LANGUAGE ARTS	59	89	228	5	200
CULTURAL ENRICHMENT	2	2	43		1
ENGLISH			1		
ENGLISH-2ND LANG.	2	3	5	1	
INDUSTRIAL ARTS					
HOME ECONOMICS					
NATURAL SCIENCES		1	1		
PHY. ED./RECREATION		2	2		
SOCIAL SCIENCES	2	9	27		
MUSIC					
BUSINESS EDUCATION					
ART		1	2		
VOCATIONAL ED.					
SPEECH	2	2		2	
OTHER	16	42	26	6	8
NO ACTIVITY					

Observation appears to be the most used method of determining success across all areas. Standardized tests and teacher-made tests were also frequently used. Criterion referenced tests were given very little emphasis in this grade grouping. "Other" consisted of checklists, behavior, and peer evaluation.

In reviewing the data for reading, mathematics, and language arts it is interesting to note the heavy emphasis on observation as opposed to standardized tests. Of the three activities, standardized tests were used more in reading.

Since each LEA establishes its own expected standards of success it is very difficult to obtain consistency in reporting data. However, for those LEA's who reported their expected standards of success, a coding system was devised and the results are reflected in Table 7.13.

Table 7.13

LEA'S EXPECTED STANDARDS OF SUCCESS BY ACTIVITY (REGULAR TERM)

GRADE LEVEL 1 - 3

ACTIVITIES FOR REGULAR TERM

ACTIVITY	EXPECTED STANDARD OF SUCCESS								
	1-6 MO. GAIN	7-12 MO. GAIN	1-1.5 MO. GAIN	1 MONTH	CHILD PROGRESS	STUDENT ABILITY	STUDENT LEVEL	NONE REPORT	OTHER
READING	144	165	38	65	11	3	10	25	77
MATHEMATICS	20	21	6	11	1	2	1	5	2[illegible]
LANGUAGE ARTS	6	6	2	2		1			16
CULTURAL ENRICHMENT								2	4
ENGLISH									1
ENGLISH-2ND LANG.	1								5
INDUSTRIAL ARTS									
HOME ECONOMICS									
NATURAL SCIENCES									1
PHY. ED./RECREATION									3
SOCIAL SCIENCES									1
MUSIC									
BUSINESS EDUCATION									
ART								1	1
VOCATIONAL ED.									
SPEECH									1
OTHER	1	1		2	2			2	15
NO ACTIVITY									

The data indicate a heavy emphasis in 1-6 month gain and 7-12 month gain in the areas of reading, mathematics, and language arts. Very little information was provided for the other activities. Having the students work on their own ability level is not emphasized as being an expected standard of success. "Other," which covers all areas, consisted of such things as: to be able to read, to gain fluency, to understand basic math concepts, to be able to print legibly and to spell correctly, etc.

As noted in the Pre-K-K section, the next two tables (7.14 and 7.15) are not representative of all the districts, and the data should be considered as very rough indicators. Table 7.14 illustrates the number of months by which Title I students didn't meet, and the number of students that exactly met the LEA's standards of success by activity.

Table 7.14

NUMBER OF MONTHS BY WHICH TITLE I STUDENTS DID NOT MEET AND THE NUMBER THAT EXACTLY MET THE LEA'S STANDARDS OF SUCCESS BY ACTIVITY (REGULAR TERM)

GRADE LEVEL 1 - 3

ACTIVITIES FOR REGULAR TERM

	LOSS BY MONTH										
ACTIVITY	-10	-9	-8	-7	-6	-5	-4	-3	-2	-1	EXACTLY MET
READING	246	98	95	184	250	377	515	588	762	771	2,990
MATHEMATICS	49	10	10	17	18	73	73	57	72	76	243
LANGUAGE ARTS	1	1	5	3	8	9	11	19	24	20	123
CULTURAL ENRICHMENT											50
ENGLISH											
ENGLISH-2ND LANG.											2
INDUSTRIAL ARTS											
HOME ECONOMICS											
NATURAL SCIENCES											
PHY. ED./RECREATION					2	2			1	1	37
SOCIAL SCIENCES											
MUSIC											
BUSINESS EDUCATION											
ART											
VOCATIONAL ED.											
SPEECH											
OTHER	4	1	4	7	2	10	10	10	12	16	104
NO ACTIVITY											

The "exactly met" column on the far right side of the table contains the largest number of students across all the activities.

The majority of the limited data is concentrated in reading, mathematics, and language arts. Not meeting the LEA's standards of success by one to four months is emphasized in these three areas. However, as the data indicate there is definitely a wide span from not meeting the standards by one month to not meeting the standards of success by 10 months. It should be kept in mind that at the time of this writing data are not correlated between activity, specific standards of success, methods of determining success, and the number of months by which these criteria were not met.

The data collected which indicate the number of months by which the various standards were surpassed is reflected in Table 7.15.

Table 7.15

NUMBER OF MONTHS BY WHICH STUDENTS SURPASSED LEA'S STANDARDS OF SUCCESS BY ACTIVITY (REGULAR TERM)

ACTIVITIES FOR REGULAR TERM

GRADE LEVEL 1 - 3

	GAIN BY MONTH									
ACTIVITY	+1	+2	+3	+4	+5	+6	+7	+8	+9	+10
READING	1,056	1,107	1,008	900	791	783	597	537	472	2,416
MATHEMATICS	90	81	76	69	75	64	52	33	27	124
LANGUAGE ARTS	34	46	37	37	31	19	18	14	7	61
CULTURAL ENRICHMENT										
ENGLISH										
ENGLISH-2ND LANG.										
INDUSTRIAL ARTS										
HOME ECONOMICS										
NATURAL SCIENCES										
PHY. ED./RECREATION	1	1	1							
SOCIAL SCIENCES										
MUSIC										
BUSINESS EDUCATION										
ART					1					
VOCATIONAL ED.										
SPEECH										
OTHER	32	25	24	15	18	15	6	4	4	24
NO ACTIVITY										

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Again, the limited data are concentrated in the reading, mathematics, and language arts activities. In reviewing the data for these three activities, a large number of the students surpassed the various LEA standards of success by 10 months. However, the data in the one, two, and three months columns for the three activities should not be overlooked. The data concerning techniques utilized to implement Title I activities in grades 1-3 are found in Table 7.16.

TECHNIQUES USED TO IMPLEMENT TITLE I
ACTIVITIES (REGULAR TERM)

Table 7.16

ACTIVITIES FOR REGULAR TERM

GRADE LEVEL 1 - 3

ACTIVITY	IND. INSTRUC.	TUTOR ASSIST.	SMALL GR INSTUCT.	LARGE GR INSTUCT.	FIELD TRIPS	INDIV. COUNSEL	GROUP COUNSEL	DRILL	OTHER
	TECHNIQUES USED								
READING	449	166	462	37	36	137	40	317	32
MATHEMATICS	77	31	73	10	3	16	4	60	5
LANGUAGE ARTS	28	16	78	7	5	9	4	16	
CULTURAL ENRICHMENT	3	1	4	2	6	1	1		
ENGLISH	1			1					
ENGLISH-2ND LANG.	6	3	6	1	2	2		4	1
INDUSTRIAL ARTS									
HOME ECONOMICS									
NATURAL SCIENCES									
PHY. ED./RECREATION	3		3	1		1		1	1
SOCIAL SCIENCES	1	1	1						
MUSIC									
BUSINESS EDUCATION									
ART	1		1	1		1			
VOCATIONAL ED.									
SPEECH	1	1	1	1	1				
OTHER	15	5	13	3		11	5	8	5
NO ACTIVITY									

Small-group instruction, individualized instruction, and drill were the most frequently mentioned techniques across all activities. However, large group instruction, group counseling, and field trips were given very little emphasis as techniques used to implement Title I activities.

The major factors contributing to success in grades 1-3 are found in Table 7.17.

Table 7.17

MAJOR FACTORS CONTRIBUTING TO SUCCESS BY ACTIVITY (REGULAR TERM)

GRADE LEVEL 1 - 3

ACTIVITIES FOR REGULAR TERM

ACTIVITY	MAJOR FACTORS CONTRIBUTING TO SUCCESS EARLY IDENTIF.	MATERIAL & EQUIP.	INDIV. INSTUCT.	POSITIVE ATTITUDE	SELF MOTIVATED	PARENTAL HELP	SMALL GR INST.	TEACHER & AIDES	OTHER
READING	16	138	300	77	78	34	231	70	79
MATHEMATICS	1	24	56	11	9	5	23	11	13
LANGUAGE ARTS	2	7	11	4	9	2	10	5	6
CULTURAL ENRICHMENT		1	2			1	1	2	4
ENGLISH		1						1	
ENGLISH-2ND LANG.		1	1	1	1	1	1	1	1
INDUSTRIAL ARTS									
HOME ECONOMICS									
NATURAL SCIENCES					1				
PHY. ED./RECREATION		1	2	1			1		1
SOCIAL SCIENCES						1			1
MUSIC									
BUSINESS EDUCATION									
ART			1	1					
VOCATIONAL ED.									
SPEECH		1							1
OTHER		5	8	1	4	2	4	4	5
NO ACTIVITY	1								

Individualized instruction, small-group instruction, and sufficient materials and equipment were the most frequently mentioned factors contributing to success across all areas. Early identification and parental help were given very little emphasis as factors contributing to success.

Major factors contributing to failure are noted in Table 7.18.

Table 7.18

MAJOR FACTORS CONTRIBUTING TO FAILURE BY ACTIVITY (REGULAR TERM)

GRADE LEVEL 1 - 3

ACTIVITIES FOR REGULAR TERM

MAJOR FACTORS CONTRIBUTING TO FAILURE

ACTIVITY	LACK OF MOTIVATION	IRREG. ATTEND.	DEFICIENT IN SKILLS	POOR ATTITUDE	EMOTION PROBLEMS	LACK PAR. INTEREST	TIME LIMITS	LOW INTELL
READING	106	96	39	77	63	82	48	1
MATHEMATICS	15	16	2	12	13	8	7	
LANGUAGE ARTS	4	6	1	4	7	4	2	
CULTURAL ENRICHMENT	1					2		
ENGLISH	1				1	1		
ENGLISH-2ND LANG.		1				1		
INDUSTRIAL ARTS								
HOME ECONOMICS								
NATURAL SCIENCES	1							
PHY. ED./RECREATION		1		1		1		
SOCIAL SCIENCES								
MUSIC								
BUSINESS EDUCATION								
ART				1				
VOCATIONAL ED.								
SPEECH		1						
OTHER	2	3		2	3	5	2	
NO ACTIVITY								

Again, LEA's could indicate more than one response.

Low intelligence, lack of motivation, and irregular attendance were the most frequently mentioned as factors contributing to failure. Being deficient in skills and emotional problems were given very little emphasis as factors contributing to failure. All information relating to summer term activities can be found in Appendix D.

There were 41,822 (23,365 males; 18,457 females) students in grades 4-6 that participated in Title I activities during FY 75. The various activities these students participated in and the number of students meeting and not meeting the LEA standards of success are noted in Table 7.19.

Table 7.19

GRADE LEVEL 4 - 6

NUMBER OF STUDENTS MEETING AND NOT MEETING THE LEA'S STANDARDS OF SUCCESS BY ACTIVITY (REGULAR TERM)

ACTIVITIES FOR REGULAR TERM

ACTIVITY	STANDARD OF SUCCESS NUMBER MEETING STANDARD OF SUCCESS	NUMBER NOT MEETING STANDARD OF SUCCESS
READING	17,920	11,468
MATHEMATICS	6,926	8,234
LANGUAGE ARTS	512	135
CULTURAL ENRICHMENT	118	46
ENGLISH	61	41
ENGLISH-2ND LANG.	69	3
INDUSTRIAL ARTS	19	1
HOME ECONOMICS		
NATURAL SCIENCES	159	
PHY. ED./RECREATION	854	281
SOCIAL SCIENCES	87	14
MUSIC		
BUSINESS EDUCATION		
ART	34	
VOCATIONAL ED.	8	
SPEECH	162	53
OTHER	12,874	3,424
NO ACTIVITY		

Again, it should be noted that students could participate in more than one activity.

As the data indicate, there is a heavy emphasis in reading (70%) and mathematics (36%). "Other" (39%) consisted of such things as attitude, self-concept, behavior-made, journalism, etc. In reviewing the data for reading, the high number of students (39%) that did not meet the LEA's standards of success should not be ignored. This is also true for the number not meeting the LEA's standards of success for mathematics (54%). As mentioned previously, the SEA does not have specific information which could explain these situations. Vocational education has the least number of participants and all of the students met the LEA's standards of success. Art and natural sciences participants all met the LEA's standards of success.

The various methods used to determine success are noted in Table 7.20.

METHODS OF DETERMINING SUCCESS
BY ACTIVITY (REGULAR TERM)

Table 7.20

GRADE LEVEL 4 - 6

ACTIVITIES FOR REGULAR TERM

ACTIVITY	METHOD OF DETERMINING SUCCESS STANDARDIZED TESTS	TEACHER MADE TESTS	OBSERVATION	CRITERION-REF. TESTS	OTHER
READING	1,526	918	1,664	151	86
MATHEMATICS	229	182	100	16	3
LANGUAGE ARTS	39	82	43	3	
CULTURAL ENRICHMENT	1	3	4		
ENGLISH	4	9	4	1	
ENGLISH-2ND LANG.	2	3	5	1	
INDUSTRIAL ARTS	1	1	1		
HOME ECONOMICS					
NATURAL SCIENCES		1	2		1
PHY. ED./RECREATION	2	2	15		3
SOCIAL SCIENCES	4	17	29		
MUSIC					
BUSINESS EDUCATION					
ART		14	15		
VOCATIONAL ED.		1	1		
SPEECH	2			2	
OTHER	15	20	34	2	10
NO ACTIVITY					

Observation, standardized tests, and teacher-made tests were the most frequently used methods of determining success across all activities.

In reviewing the data on reading activities it is quite noticeable that observation is heavily emphasized, even more so than standardized tests. For mathematics, standardized tests and teacher-made tests are emphasized more than observation.

The various LEA standards of success are reflected in the following table.

Table 7.21

LEA'S EXPECTED STANDARDS OF SUCCESS BY ACTIVITY (REGULAR TERM)

GRADE LEVEL 4 - 6

ACTIVITIES FOR REGULAR TERM

ACTIVITY	EXPECTED STANDARD OF SUCCESS 1-6 MO. GAIN	7-12 MO. GAIN	1-1.5 MO. GAIN	1 MONTH	CHILD PROGRESS	STUDENT ABILITY	STUDENT LEVEL	NONE REPORT	OTHER
READING	152	159	34	57	13		9	29	55
MATHEMATICS	32	29	8	7	2	1	2	1	28
LANGUAGE ARTS	5	9	2	2					5
CULTURAL ENRICHMENT					1				6
ENGLISH		2							2
ENGLISH-2ND LANG.	1	1							4
INDUSTRIAL ARTS	1								
HOME ECONOMICS									
NATURAL SCIENCES									2
PHY. ED./RECREATION									3
SOCIAL SCIENCES		1							2
MUSIC									
BUSINESS EDUCATION									
ART								1	1
VOCATIONAL ED.									1
SPEECH									1
OTHER	1	2		2	1			1	14
NO ACTIVITY									

The data indicate that a large majority of the activities concentrate their expected standards of success in the 1 to 6 month and 7 to 12 month gain areas. Very little emphasis is given to increasing each student's ability. "Other" consisted of such things as checklists, attendance records, behavior change, and ability to keep up with the rest of the students.

As pointed out for Pre-K-K and grades 1-3, the data in the following two tables should be taken as rough indicators only. Not all LEA's were able to report this type of data.

The following table represents the data submitted for grades 4-6 that focused on the number of months by which the Title I participants did not meet the LEA standards of success.

Table 7.22

GRADE LEVEL 4 - 6

NUMBER OF MONTHS BY WHICH STUDENTS DID NOT MEET AND THE NUMBER EXACTLY MEETING THE LEA'S STANDARDS OF SUCCESS BY ACTIVITY (REGULAR TERM)

ACTIVITIES FOR REGULAR TERM

	LOSS BY MONTH										
ACTIVITY	-10	-9	-8	-7	-6	-5	-4	-3	-2	-1	EXACTLY MET
READING	426	124	184	214	286	359	485	476	526	639	1,785
MATHEMATICS	2,781	394	467	586	594	543	535	566	631	594	802
LANGUAGE ARTS	1	4	4	2	9	7	11	9	15	22	122
CULTURAL ENRICHMENT											72
ENGLISH	13	1	2		1		2	1			10
ENGLISH-2ND LANG.							1				28
INDUSTRIAL ARTS											3
HOME ECONOMICS											
NATURAL SCIENCES											
PHY. ED./RECREATION					4	4	2				32
SOCIAL SCIENCES			1	1		1	1	2	3	4	3
MUSIC											
BUSINESS EDUCATION											
ART											14
VOCATIONAL ED.											8
SPEECH											
OTHER	2	1	7	2	4	3	5	9	9	16	19
NO ACTIVITY											

The limited data indicate that 2,898 of the students in grades 4-6 across all areas exactly met the LEA's standards of success. In reviewing the data across all areas, there is a high number of students who did not meet the standards of success by 10 months. In addition, there is a high concentration of students across all activities that did not meet the standards of success by one to four months.

Those students who surpassed by month the LEA's standards of success are reflected in Table 7.23.

NUMBER OF MONTHS BY WHICH STUDENTS SURPASSED LEA'S STANDARDS OF SUCCESS BY ACTIVITY (REGULAR TERM)

Table 7.23

ACTIVITIES FOR REGULAR TERM

GRADE LEVEL 4 - 6

GAIN BY MONTH

ACTIVITY	+1	+2	+3	+4	+5	+6	+7	+8	+9	+10
READING	662	627	606	519	491	460	379	357	367	2,202
MATHEMATICS	530	527	457	427	333	298	265	229	215	1,337
LANGUAGE ARTS	15	19	27	16	18	17	14	15	9	31
CULTURAL ENRICHMENT										
ENGLISH	2	3	2	4	3	1	1	1	1	7
ENGLISH-2ND LANG.	1	1								4
INDUSTRIAL ARTS		3		1		3	1	2		3
HOME ECONOMICS										
NATURAL SCIENCES										
PHY. ED./RECREATION										
SOCIAL SCIENCES	1		1		2	1	3		1	
MUSIC										
BUSINESS EDUCATION										
ART										
VOCATIONAL ED.										
SPEECH										
OTHER	5	6	8	9	5	6	6	5	4	17
NO ACTIVITY										

A large number of students across all areas surpassed the LEA's standards of success by 10 months. In addition there are a substantial number of students who surpassed the LEA's standards by one to three months.

The various techniques used to implement Title I activities for grades 4-6 are characterized in Table 7.24.

Table 7.24

TECHNIQUES USED TO IMPLEMENT TITLE I ACTIVITIES (REGULAR TERM)

GRADE LEVEL 4 - 6

ACTIVITIES FOR REGULAR TERM

	TECHNIQUES USED								
ACTIVITY	IND. INSTRUC.	TUTOR ASSIST.	SMALL GR INSTUCT.	LARGE GR INSTUCT.	FIELD TRIPS	INDIV. COUNSEL	GROUP COUNSEL	DRILL	OTHER
READING	432	160	433	47	36	139	45	274	74
MATHEMATICS	98	46	93	12	4	28	8	73	8
LANGUAGE ARTS	21	13	18	2	3	6	2	15	
CULTURAL ENRICHMENT	4	3	3	4	5		1	1	
ENGLISH	5	2	4	1	1	3	1	3	
ENGLISH-2ND LANG.	3	7	7	1	3	2		6	1
INDUSTRIAL ARTS	1	1	1					1	
HOME ECONOMICS									
NATURAL SCIENCES	1	1	1	1	1				1
PHY. ED./RECREATION	3	1	4	4		1		2	1
SOCIAL SCIENCES	4	4	4			1		1	
MUSIC									
BUSINESS EDUCATION									
ART	1		1	2				1	
VOCATIONAL ED.	1	1						1	
SPEECH	1	1	1	1	1			1	1
OTHER	18	7	15	5	2	10	4	8	4
NO ACTIVITY									

As the data indicate, individualized instruction, small-group instruction, and drill were the most frequently used techniques across all areas to implement Title I activities. Field trips, group counseling, and large-group instruction were the least frequently used techniques across all areas.

The various major factors contributing to success are noted by activity in Table 7.25.

MAJOR FACTORS CONTRIBUTING TO SUCCESS
BY ACTIVITY (REGULAR TERM)

Table 7.25

GRADE LEVEL 4 - 6

ACTIVITIES FOR REGULAR TERM

MAJOR FACTORS CONTRIBUTING TO SUCCESS

ACTIVITY	EARLY IDENTIF.	MATERIAL & EQUIP.	INDIV. INSTUCT.	POSITIVE ATTITUDE	SELF MOTIVATED	PARENTAL HELP	SMALL GR INST.	TEACHER & AIDES	OTHER
READING	9	147	310	76	84	35	206	65	75
MATHEMATICS	1	28	68	14	15	4	12	12	17
LANGUAGE ARTS	1	8	11	4	4	1	9	1	4
CULTURAL ENRICHMENT			2				1	1	3
ENGLISH		1	3		1	1	2		1
ENGLISH-2ND LANG.		2	3	2		1	1	1	1
INDUSTRIAL ARTS			1						1
HOME ECONOMICS									
NATURAL SCIENCES		1		1	1				
PHY. ED./RECREATION		1	3	3			1	1	
SOCIAL SCIENCES			1	1		1	2		1
MUSIC									
BUSINESS EDUCATION									
ART		1	1					1	
VOCATIONAL ED.					1				
SPEECH			1					1	
OTHER		5	7	6	3	3	5	3	6
NO ACTIVITY									

Individual instruction and small-group instruction were the factors across all areas that contributed to success. Early identification, parental help, and qualified teachers and aides were given the least emphasis across all areas as contributing to success.

Those factors contributing to failure by activity are reflected in Table 7.26.

MAJOR FACTORS CONTRIBUTING TO FAILURE
BY ACTIVITY (REGULAR TERM)

Table 7.26

GRADE LEVEL 4 - 6

ACTIVITIES FOR REGULAR TERM

	MAJOR FACTORS CONTRIBUTING TO FAILURE								
ACTIVITY	LACK OF MOTIVATION	IRREG. ATTEND.	DEFICIENT IN SKILLS	POOR ATTITUDE	EMOTION PROBLEMS	LACK PAR. INTEREST	TIME LIMITS	LOW INTELL.	OTHER
READING	120	90	19	91	67	77	53	144	93
MATHEMATICS	24	21	7	13	8	13	9	17	19
LANGUAGE ARTS	3	4		5	3	4	2	2	4
CULTURAL ENRICHMENT				1		1		2	
ENGLISH	1	2	1			2	1	1	
ENGLISH-2ND LANG.		1				1		2	
INDUSTRIAL ARTS					1				
HOME ECONOMICS									
NATURAL SCIENCES									
PHY. ED./RECREATION		2		1		1	1		
SOCIAL SCIENCES		1		1					1
MUSIC									
BUSINESS EDUCATION									
ART									
VOCATIONAL ED.									
SPEECH		1							
OTHER	5	2		6	3	5	1	4	5
NO ACTIVITY									

The data indicate that low intelligence, lack of motivation, and irregular attendance were the most frequently mentioned across all areas as major factors contributing to failure. Being deficient in skills, time limitations, and emotional problems were given very little emphasis as factors contributing to failure.

All summer term data pertaining to grades 4-6 can be found in Appendix D.

There were 20,979 (12,379 males; 8,600 females) in grades 7-9 participating in Title I activities during FY 75. The various activities and the number of students meeting and not meeting the LEA's standards of success are found in Table 7.27.

Table 7.27

GRADE LEVEL 7 - 9

NUMBER OF STUDENTS MEETING AND NOT MEETING THE LEA'S STANDARDS OF SUCCESS BY ACTIVITY (REGULAR TERM)

ACTIVITIES FOR REGULAR TERM

ACTIVITY	STANDARD OF SUCCESS NUMBER MEETING STANDARD OF SUCCESS	NUMBER NOT MEETING STANDARD OF SUCCESS
READING	10,602	9,374
MATHEMATICS	3,853	7,402
LANGUAGE ARTS	691	243
CULTURAL ENRICHMENT	292	39
ENGLISH	526	259
ENGLISH-2ND LANG.	66	11
INDUSTRIAL ARTS		
HOME ECONOMICS		
NATURAL SCIENCES	213	54
PHY. ED./RECREATION	10	
SOCIAL SCIENCES	360	55
MUSIC		
BUSINESS EDUCATION	58	39
ART	17	
VOCATIONAL ED.	50	4
SPEECH	80	58
OTHER	8,817	3,106
NO ACTIVITY		

The data in Table 7.27 indicate a high concentration of students 19,976 (95.2%) participating in reading activities. In addition, 11,255 (54%) students participated in mathematics activities. "Other" consisted of such things as self-concept, attitudes, work study, and behavior modification.

It is interesting to note that 47% of the students participating in reading activities did not meet the various LEA's standards of success. The same is noted for mathematics, where 66% of the students did not meet the various LEA's standards of success.

As mentioned previously, the SEA does not have specific data to explain the above issues.

The various methods utilized in determining success by activity are noted in Table 7.28.

METHODS OF DETERMINING SUCCESS
BY ACTIVITY (REGULAR TERM)

ACTIVITIES FOR REGULAR TERM

Table 7.28

GRADE LEVEL 7 - 9

ACTIVITY	METHOD OF DETERMINING SUCCESS				
	STANDARDIZED TESTS	TEACHER MADE TESTS	OBSERVATION	CRITERION-REF. TESTS	OTHER
READING	684	421	545	64	27
MATHEMATICS	116	245	219	17	2
LANGUAGE ARTS	44	99	292	7	1
CULTURAL ENRICHMENT	2	5	12		
ENGLISH	17	158	117	5	1
ENGLISH-2ND LANG.	8	3	4	1	1
INDUSTRIAL ARTS					
HOME ECONOMICS					
NATURAL SCIENCES	8	12	6	1	
PHY. ED./RECREATION			10		
SOCIAL SCIENCES	2	22	32		
MUSIC					
BUSINESS EDUCATION		1			
ART			7		
VOCATIONAL ED.	1	2	2		
SPEECH	2	2	4		
OTHER	18	73	28	4	11
NO ACTIVITY					

151

150

Observation, teacher-made tests, and standardized tests were the most frequently mentioned across all activities as methods of determining success. It should not be overlooked, however, that observation was emphasized more than standardized tests. "Other" consisted of checklists, worksheets, attendance, and peer evaluation.

The various LEA expected standards of success are noted in Table 7.29.

LEA'S EXPECTED STANDARDS OF SUCCESS
BY ACTIVITY (REGULAR TERM)

Table 7.29

ACTIVITIES FOR REGULAR TERM

GRADE LEVEL 7 - 9

ACTIVITY	1-6 MO. GAIN	7-12 MO. GAIN	1-1.5 MO. GAIN	1 MONTH	CHILD PROGRESS	STUDENT ABILITY	STUDENT LEVEL	NONE REPORT	OTHER
	EXPECTED STANDARD OF SUCCESS								
READING	81	89	24	24	12		4	18	46
MATHEMATICS	16	20	6	7	1			5	17
LANGUAGE ARTS	5	7	1	2	1			5	12
CULTURAL ENRICHMENT					1				5
ENGLISH	2	3	3		1			1	7
ENGLISH-2ND LANG.		1		2				2	3
INDUSTRIAL ARTS									
HOME ECONOMICS									
NATURAL SCIENCES	2		1	1					4
PHY. ED./RECREATION								1	
SOCIAL SCIENCES					1			1	6
MUSIC									
BUSINESS EDUCATION									1
ART									2
VOCATIONAL ED.	1	1							1
SPEECH		1							
OTHER	1	4		1	2			1	22
NO ACTIVITY									

As the data indicate, 1-6 month and 7-12 month gains were the most frequently mentioned as expected standards of success. "Other" consisted of to be able to read, to attend class regularly, and to keep up with the rest of the group.

There were a high number of LEA's not reporting their expected standards of success on the Self Assessment Questionnaire. Having the student achieve according to his/her ability and at his/her level was given very little emphasis as expected standards of success.

As previously mentioned for the other grade groupings, the data in the following tables (7.30 and 7.31) should be taken as rough indicators.

Table 7.30 contains the data reflecting the number of months by which the students did not meet and those that exactly met the LEA's standards of success.

Table 7.30

GRADE LEVEL 7 - 9

NUMBER OF MONTHS BY WHICH LEA'S DID NOT MEET AND THE NUMBER THAT EXACTLY MET THE LEA'S STANDARDS OF SUCCESS BY ACTIVITY (REGULAR TERM)

ACTIVITIES FOR REGULAR TERM

	LOSS BY MONTH										
ACTIVITY	-10	-9	-8	-7	-6	-5	-4	-3	-2	-1	EXACTLY MET
READING	3,949	362	398	401	447	464	540	568	529	570	1,395
MATHEMATICS	4,211	345	349	323	331	338	327	344	308	285	464
LANGUAGE ARTS	16	3	1	5	5	4	12	20	20	27	239
CULTURAL ENRICHMENT											131
ENGLISH	50	12	11	5	7	13	9	14	9	7	124
ENGLISH-2ND LANG.							1	2	3	3	15
INDUSTRIAL ARTS											
HOME ECONOMICS											
NATURAL SCIENCES		1			6			2		1	10
PHY. ED./RECREATION											10
SOCIAL SCIENCES											41
MUSIC											
BUSINESS EDUCATION											
ART											6
VOCATIONAL ED.				1		1		1	1		29
SPEECH	25	6	6			4	3	4	6	4	11
OTHER	13	2	2		1	8	4	11	7	11	42
NO ACTIVITY											

The limited data indicate a large number (2,557) of students across all activities that exactly met the LEA's various standards of success. However, 8,264 students across all activities did not meet the LEA's standards of success by 10 months. In addition, a considerable number of students did not meet the LEA's standards of success from one to four months.

Table 7.31 illustrates the data collected on those students who surpassed the LEA's various standards of success.

NUMBER OF MONTHS BY WHICH STUDENTS SURPASSED LEA'S STANDARDS OF SUCCESS BY ACTIVITY (REGULAR TERM)

Table 7.31

ACTIVITIES FOR REGULAR TERM

GRADE LEVEL 7 - 9

	GAIN BY MONTH									
ACTIVITY	+1	+2	+3	+4	+5	+6	+7	+8	+9	+10
READING	610	567	510	431	391	398	383	331	292	2,395
MATHEMATICS	282	299	202	200	156	157	136	111	128	1,105
LANGUAGE ARTS	33	16	10	11	11	4	8	6	5	55
CULTURAL ENRICHMENT										
ENGLISH	15	12	12	7	4	15	19	12	7	79
ENGLISH-2ND LANG.	3	3	2		43	2	1	2		21
INDUSTRIAL ARTS										
HOME ECONOMICS										
NATURAL SCIENCES	2	2		3					1	6
PHY. ED./RECREATION										
SOCIAL SCIENCES										
MUSIC										
BUSINESS EDUCATION										
ART										
VOCATIONAL ED.		4	1	2	1	4	1	1	1	
SPEECH	8	9	2	4	1	7	10	7	6	17
OTHER	7	3	5	6	14	9	7	5	1	34
NO ACTIVITY										

The limited data indicate that a large number of the students (3,716) across all activities surpassed the LEA standards by 10 months. In addition, a large concentration of students in all activities surpassed the standards of success by one to three months.

The various techniques utilized to implement Title I activities are reflected in Table 7.32.

TECHNIQUES USED TO IMPLEMENT TITLE I
ACTIVITIES (REGULAR TERM)

Table 7.32

ACTIVITIES FOR REGULAR TERM

GRADE LEVEL 7 - 9

ACTIVITY	TECHNIQUES USED IND. INSTRUC.	TUTOR ASSIST.	SMALL GR INSTUCT.	LARGE GR INSTUCT.	FIELD TRIPS	INDIV. COUNSEL	GROUP COUNSEL	DRILL	OTHER
READING	256	128	252	51	27	93	33	136	15
MATHEMATICS	71	43	62	16	7	30	17	44	3
LANGUAGE ARTS	29	21	27	7	6	12	6	12	1
CULTURAL ENRICHMENT	4	3	4	3	6	1		1	
ENGLISH	14	12	13	11	4	8	5	5	
ENGLISH-2ND LANG.	7	6	7		3	3		3	1
INDUSTRIAL ARTS									
HOME ECONOMICS									
NATURAL SCIENCES	7	3	7	2	2	3		4	
PHY. ED./RECREATION	1		1	1		1			
SOCIAL SCIENCES	8	4	6	5	2	2	1	3	2
MUSIC									
BUSINESS EDUCATION	1	1	1	1	1			1	1
ART	1		1	2					
VOCATIONAL ED.	2	2	2	1				1	
SPEECH									
OTHER	21	13	20	8	3	14	10	8	2
NO ACTIVITY									

Individual instruction and small-group instruction were the most frequently mentioned across all activities as techniques utilized to implement Title I activities. Very little emphasis was given to group counseling and field trips.

The major factors contributing to success are noted in Table 7.33.

MAJOR FACTORS CONTRIBUTING TO SUCCESS
BY ACTIVITY (REGULAR TERM)

Table 7.33

GRADE LEVEL 7 - 9

ACTIVITIES FOR REGULAR TERM

MAJOR FACTORS CONTRIBUTING TO SUCCESS

ACTIVITY	EARLY IDENTIF.	MATERIAL & EQUIP.	INDIV. INSTUCT.	POSITIVE ATTITUDE	SELF MOTIVATED	PARENTAL HELP	SMALL GR INST.	TEACHER & AIDES	OTHER
READING	3	107	171	48	48	9	104	35	63
MATHEMATICS	1	17	45	8	12	4	19	11	13
LANGUAGE ARTS	1	7	17	4	2	2	12	2	9
CULTURAL ENRICHMENT		2		1	1				2
ENGLISH		8	6	1	6		1	3	3
ENGLISH-2ND LANG.		2	3	1	4	2		2	1
INDUSTRIAL ARTS									
HOME ECONOMICS									
NATURAL SCIENCES		2	4				2		4
PHY. ED./RECREATION			1						
SOCIAL SCIENCES		2	4		2	2	2	2	3
MUSIC									
BUSINESS EDUCATION		1	1						
ART			1	1			1		
VOCATIONAL ED.					1		1		1
SPEECH		1							
OTHER		5	15	7	5	3	4	4	10
NO ACTIVITY									

Individual instruction, abundance of materials and equipment, and small-group instruction were the most frequently mentioned across all activities as major factors contributing to success. Early identification and parental help were given very little emphasis as factors contributing to success.

Factors noted by the LEA's as contributing to failure are reflected in Table 7.34.

MAJOR FACTORS CONTRIBUTING TO FAILURE
BY ACTIVITY (REGULAR TERM)

Table 7.34

ACTIVITIES FOR REGULAR TERM

GRADE LEVEL 7 - 9

MAJOR FACTORS CONTRIBUTING TO FAILURE

ACTIVITY	LACK OF MOTIVATION	IRREG. ATTEND.	DEFICIENT IN SKILLS	POOR ATTITUDE	EMOTION PROBLEMS	LACK PAR. INTEREST	TIME LIMITS	LOW INTELL.	OTHER
READING	84	68	10	65	27	28	32	47	53
MATHEMATICS	21	21	5	15	6	5	6	3	9
LANGUAGE ARTS	9	9	2	4	2	4	2	6	6
CULTURAL ENRICHMENT	2								
ENGLISH	3	9		3	2	2	1	1	2
ENGLISH-2ND LANG.	1	3		1				1	1
INDUSTRIAL ARTS									
HOME ECONOMICS									
NATURAL SCIENCES	1	3					2		
PHY. ED./RECREATION									1
SOCIAL SCIENCES	1	4		1	1		1	1	2
MUSIC									
BUSINESS EDUCATION		1						1	
ART									
VOCATIONAL ED.						1			1
SPEECH									1
OTHER	8	6		5	3	3	2	3	7
NO ACTIVITY									

Lack of motivation, irregular attendance, and poor attitudes were the most frequently mentioned across all activities as major factors contributing to failure. Being deficient in skills, emotional problems, and lack of parental interest were given very little emphasis as contributing to failure.

All summer term data for grades 7-9 can be found in Appendix D.

There were 4,033 (2,414 males; 1,619 females) in grades 10-12 who participated in Title I activities during FY 75. Table 7.35 reflects those students by activity who met and did not meet the LEA's standards of success.

Table 7.35

NUMBER OF STUDENTS MEETING AND NOT MEETING THE LEA'S STANDARDS OF SUCCESS BY ACTIVITY (REGULAR TERM)

GRADE LEVEL 10 - 12

ACTIVITIES FOR REGULAR TERM

ACTIVITY	STANDARD OF SUCCESS NUMBER MEETING STANDARD OF SUCCESS	NUMBER NOT MEETING STANDARD OF SUCCESS
READING	1,631	623
MATHEMATICS	213	57
LANGUAGE ARTS	251	87
CULTURAL ENRICHMENT	75	12
ENGLISH	355	129
ENGLISH-2ND LANG.	38	7
INDUSTRIAL ARTS		
HOME ECONOMICS		
NATURAL SCIENCES	160	93
PHY. ED./RECREATION		
SOCIAL SCIENCES	260	59
MUSIC		
BUSINESS EDUCATION	191	107
ART		
VOCATIONAL ED.	58	14
SPEECH		
OTHER	720	155
NO ACTIVITY		

As the data indicate, a large number, 2,254 (56%), participated in reading activities. "Other" consisted of self-concept, attitude, woodworking, and work study. It should be noted that these data do not reflect a high percentage of failure.

The various methods used to determine success for the various activities are noted in Table 7.36.

METHODS OF DETERMINING SUCCESS
BY ACTIVITY (REGULAR TERM)

Table 7.36

ACTIVITIES FOR REGULAR TERM

GRADE LEVEL 10 - 12

	METHOD OF DETERMINING SUCCESS				
ACTIVITY	STANDARDIZED TESTS	TEACHER MADE TESTS	OBSERVATION	CRITERION-REF. TESTS	OTHER
READING	173	192	314	27	22
MATHEMATICS	17	28	11		1
LANGUAGE ARTS	16	13	61	1	1
CULTURAL ENRICHMENT	2	3	9		
ENGLISH	19	149	37	99	1
ENGLISH-2ND LANG.	5	2	2		
INDUSTRIAL ARTS					
HOME ECONOMICS					
NATURAL SCIENCES	2	54	3		
PHY. ED./RECREATION					
SOCIAL SCIENCES	4	67	32	2	
MUSIC					
BUSINESS EDUCATION	2	58	2		
ART					
VOCATIONAL ED.		56	1		1
SPEECH					
OTHER	2	18	10		1
NO ACTIVITY					

Teacher-made tests and observations were the most frequently mentioned across all areas as methods of determining success.

The various LEA's expected standards of success are illustrated in Table 7.37.

Table 7.37

GRADE LEVEL 10 - 12

LEA'S EXPECTED STANDARDS OF SUCCESS BY ACTIVITY (REGULAR TERM)

ACTIVITIES FOR REGULAR TERM

	EXPECTED STANDARD OF SUCCESS								
ACTIVITY	1-6 MO. GAIN	7-12 MO. GAIN	1-1.5 MO. GAIN	1 MONTH	CHILD PROGRESS	STUDENT ABILITY	STUDENT LEVEL	NONE REPORT	OTHER
READING	21	16	7	4	1			5	22
MATHEMATICS	1			1				1	11
LANGUAGE ARTS	2	2		1				2	6
CULTURAL ENRICHMENT									1
ENGLISH	1	2	2		1			2	4
ENGLISH-2ND LANG.				1					1
INDUSTRIAL ARTS									
HOME ECONOMICS									
NATURAL SCIENCES				1				1	2
PHY. ED./RECREATION									
SOCIAL SCIENCES					1			1	4
MUSIC									
BUSINESS EDUCATION					1			1	2
ART									
VOCATIONAL ED.									2
SPEECH									
OTHER					2				11
NO ACTIVITY									

"Other" was heavily emphasized. It consisted of such things as to read, to keep up with the other students, complete a project, and make a certain number of book reports. In addition, making gains from 1-6 months and 7-12 months was also emphasized. Having the students work to the student's level and ability were not emphasized at all.

Please note, the data in the next two tables (7.38 and 7.39) should be taken as rough indicators only, as previously mentioned.

Table 7.38 reflects the data collected on the number of months by which students did not meet and those that exactly met the standards of success.

Table 7.38

NUMBER OF MONTHS BY WHICH STUDENTS DID NOT MEET AND THOSE THAT EXACTLY MET THE LEA'S STANDARDS OF SUCCESS BY ACTIVITY (REGULAR TERM)

ACTIVITIES FOR REGULAR TERM

GRADE LEVEL 10 - 12

	LOSS BY MONTH										
ACTIVITY	-10	-9	-8	-7	-6	-5	-4	-3	-2	-1	EXACTLY MET
READING	111	21	6	21	17	34	24	40	55	46	170
MATHEMATICS	4		2		1		2	1	5	1	12
LANGUAGE ARTS	2	3			1	2		3	6	9	65
CULTURAL ENRICHMENT											7
ENGLISH	3				2	1	4	3	2	1	7
ENGLISH-2ND LANG.								2	2	3	16
INDUSTRIAL ARTS											
HOME ECONOMICS											
NATURAL SCIENCES										3	3
PHY. ED./RECREATION											
SOCIAL SCIENCES											3
MUSIC											
BUSINESS EDUCATION											26
ART											
VOCATIONAL ED.							1		1	2	9
SPEECH											
OTHER											
NO ACTIVITY											

A large number (253) of the students exactly met the various LEA's standards of success. However, there were quite a few (120) students who did not meet the standards by 10 months. Not meeting the standards by one and two months was also frequently indicated in the data.

The data collected on students who surpassed the LEA's standards of success are noted in Table 7.39.

NUMBER OF MONTHS BY WHICH STUDENTS SURPASSED THE LEA'S STANDARDS OF SUCCESS BY ACTIVITY (REGULAR TERM)

ACTIVITIES FOR REGULAR TERM

Table 7.39

GRADE LEVEL 10 - 12

	GAIN BY MONTH									
ACTIVITY	+1	+2	+3	+4	+5	+6	+7	+8	+9	+10
READING	42	34	34	31	24	17	32	16	28	191
MATHEMATICS	1	7	10	7	5	3	1		1	9
LANGUAGE ARTS	14	2	5	2	1	2	1	1	1	10
CULTURAL ENRICHMENT										
ENGLISH	1		1	3	1	2	2	1	1	20
ENGLISH-2ND LANG.					6	6				3
INDUSTRIAL ARTS										
HOME ECONOMICS										
NATURAL SCIENCES	1	1								
PHY. ED./RECREATION										
SOCIAL SCIENCES						3				2
MUSIC										
BUSINESS EDUCATION	5	3	1							
ART										
VOCATIONAL ED.	4	2	1							
SPEECH										
OTHER										
NO ACTIVITY										

As the limited data indicate, a large number (253) of students surpassed the LEA's standards of success by 10 months. In addition, surpassing the standards by one to three months was also frequently mentioned.

The various techniques used to implement Title I activities are reflected in Table 7.40.

TECHNIQUES USED TO IMPLEMENT TITLE I
ACTIVITIES (REGULAR TERM)

Table 7.40

ACTIVITIES FOR REGULAR TERM

GRADE LEVEL 10 - 12

	TECHNIQUES USED								
ACTIVITY	IND. INSTRUC.	TUTOR ASSIST.	SMALL GP INSTUCT.	LARGE GP INSTUCT.	FIELD TRIPS	INDIV. COUNSEL	GROUP COUNSEL	DRILL	OTHER
READING	63	37	51	14	11	34	10	30	3
MATHEMATICS	13	11	12	3	4	7	2	6	3
LANGUAGE ARTS	12	5	9	2	1	4	2	4	
CULTURAL ENRICHMENT			1		2	1			1
ENGLISH	11	6	11	6	4	7	1	6	
ENGLISH-2ND LANG.	4	4	4	1	1	2		3	
INDUSTRIAL ARTS									
HOME ECONOMICS									
NATURAL SCIENCES	4	2	3	2	1	2		2	
PHY. ED./RECREATION									
SOCIAL SCIENCES	5	4	5	3	2	3	1	3	1
MUSIC									
BUSINESS EDUCATION	4	2	4	2	1	1		2	
ART									
VOCATIONAL ED.	2	1	2	1					
SPEECH									
OTHER	6	6	5	2	2	6	2	4	1
NO ACTIVITY									

Individualized instruction and small-group instruction were the most frequently mentioned across all areas as techniques used to implement Title I activities. Group counseling and field trips were given very little emphasis.

The various factors contributing to success are noted in the following table.

MAJOR FACTORS CONTRIBUTING TO SUCCESS BY ACTIVITY (REGULAR TERM)

Table 7.41

ACTIVITIES FOR REGULAR TERM

GRADE LEVEL 10 - 12

MAJOR FACTORS CONTRIBUTING TO SUCCESS

ACTIVITY	EARLY IDENTIF.	MATERIAL & EQUIP.	INDIV. INSTUCT.	POSITIVE ATTITUDE	SELF MOTIVATED	PARENTAL HELP	SMALL GR INST.	TEACHER & AIDES	OTHER
READING		29	44	[illegible]	13	1	24	4	11
MATHEMATICS		3	8				4	2	3
LANGUAGE ARTS		5	7	1	2	1	3	1	1
CULTURAL ENRICHMENT		1			1			1	
ENGLISH		4	5		6		3	2	2
ENGLISH-2ND LANG.		1			1	1		1	
INDUSTRIAL ARTS									
HOME ECONOMICS									
NATURAL SCIENCES			1				2		1
PHY. ED./RECREATION									
SOCIAL SCIENCES		3			2		2		2
MUSIC									
BUSINESS EDUCATION			2		1				3
ART									
VOCATIONAL ED.					1				1
SPEECH									
OTHER		1	7	2	1		2	3	6
NO ACTIVITY									

Individualized instruction and abundance of materials and equipment were the most frequently mentioned across all activities as factors contributing to success. Little or no emphasis was given to early identification, parental help, and positive attitudes.

Major factors contributing to failure are illustrated in Table 7.42.

MAJOR FACTORS CONTRIBUTING TO FAILURE BY ACTIVITY (REGULAR TERM)

ACTIVITIES FOR REGULAR TERM

Table 7.42

GRADE LEVEL 10 - 12

MAJOR FACTORS CONTRIBUTING TO FAILURE

ACTIVITY	LACK OF MOTIVATION	IRREG. ATTEND.	DEFICIENT IN SKILLS	POOR ATTITUDE	EMOTION PROBLEMS	LACK PAR. INTEREST	TIME LIMITS	LOW INTELL.	OTHER
READING	23	23		11	5	4	5	12	10
MATHEMATICS	1	5		1			3		
LANGUAGE ARTS	7	5	1	2		2	1	2	3
CULTURAL ENRICHMENT	1								
ENGLISH	4	7		3	1	3		3	1
ENGLISH-2ND LANG.	1							1	1
INDUSTRIAL ARTS									
HOME ECONOMICS									
NATURAL SCIENCES	2	2			1		1		
PHY. ED./RECREATION									
SOCIAL SCIENCES	2	3		1				1	1
MUSIC									
BUSINESS EDUCATION	1	1		1	1			1	1
ART									
VOCATIONAL ED.	2	1							
SPEECH									
OTHER	3	7				1			2
NO ACTIVITY									

Irregular attendance and lack of motivation were the most frequently mentioned across all activities as major factors contributing to failure. Very little emphasis was given to being deficient in skills.

All summer term data can be found in Appendix D.

There were 1,535 (924 males, 611 females) classified as ungraded students participating in Title I activities during FY 75. Table 7.43 reflects the various activities these students participated in and the number meeting and not meeting the LEA's standards of success.

Table 7.43

GRADE LEVEL UNGRADED

[illegible]

ACTIVITIES FOR REGULAR TERM

STANDARD OF SUCCESS

ACTIVITY	NUMBER MEETING STANDARD OF SUCCESS	NUMBER NOT MEETING STANDARD OF SUCCESS
READING	[illegible]	337
MATHEMATICS	[illegible]	[illegible]
LANGUAGE ARTS	[illegible]	[illegible]
CULTURAL ENRICHMENT	[illegible]	[illegible]
ENGLISH	[illegible]	
[illegible]	[illegible]	[illegible]
INDUSTRIAL ARTS		
HOME ECONOMICS		
NATURAL SCIENCES		
PHY. ED./RECREATION		
SOCIAL SCIENCES		
MUSIC		
BUSINESS EDUCATION		
ART		
VOCATIONAL ED.		
SPEECH		
OTHER	[illegible]	[illegible]
NO ACTIVITY		

As the data indicate, a large number, 957 (62.3%), of students were involved in reading activities. Of those students participating in reading, 35.2% did not meet the LEA's standards of success. "Other" consisted of self-concept, readiness activities, work study, and foreign languages.

The various methods used to determine success are noted in Table 7.44.

Table 7.44

GRADE LEVEL UNGRADED

[illegible]
[illegible]
ACTIVITIES FOR REGULAR TERM

ACTIVITY	METHOD OF DETERMINING SUCCESS STANDARDIZED TESTS	TEACHER MADE TESTS	OBSERVATION	CRITERION-REF. TESTS	OTHER
READING	61	53	19	11	1
MATHEMATICS	9	38	16	6	1
LANGUAGE ARTS	3	3	5		1
CULTURAL ENRICHMENT			4		
ENGLISH		1	1		
ENGLISH-2ND LANG.	1	1	2		
INDUSTRIAL ARTS					
HOME ECONOMICS					
NATURAL SCIENCES					
PHY. ED./RECREATION					
SOCIAL SCIENCES		1	1		
MUSIC					
BUSINESS EDUCATION					
ART					
VOCATIONAL ED.					
SPEECH					
OTHER	3	44	152	3	1
NO ACTIVITY					

The data indicate that observation and teacher-made tests were the most frequently used across all activities as methods of determining success. Very little emphasis was given to standardized tests and criterion referenced tests.

The various expected standards of success established by the LEA's are illustrated in Table 7.45.

Table 7.45

LEA'S EXPECTED STANDARDS OF SUCCESS
BY ACTIVITY (REGULAR TERM)
ACTIVITIES FOR REGULAR TERM

GRADE LEVEL UNGRADED

	EXPECTED STANDARD OF SUCCESS								
ACTIVITY	1-6 MO. GAIN	7-12 MO. GAIN	1-1.5 MO. GAIN	1 MONTH	CHILD PROGRESS	STUDENT ABILITY	STUDENT LEVEL	NONE REPORT	OTHER
READING	3	1	2	1	1		2	1	5
MATHEMATICS		2	1				1	2	4
LANGUAGE ARTS		1							2
CULTURAL ENRICHMENT									1
ENGLISH									1
ENGLISH-2ND LANG.	1					1			1
INDUSTRIAL ARTS									
HOME ECONOMICS									
NATURAL SCIENCES									
PHY. ED./RECREATION									
SOCIAL SCIENCES									1
MUSIC									
BUSINESS EDUCATION									
ART									
VOCATIONAL ED.									
SPEECH									
OTHER									6
NO ACTIVITY									

As the data in the previous table indicate, there is very little difference in the frequency of the standards. "Other," however, seemed to dominate the standards. It consisted of: to be able to read, to be able to complete a specific series of books, and to attend class regularly.

As mentioned for the other grade grouping, extreme caution should be taken when reviewing the data in the next two tables (7.46, 7.47). This is due to the fact that not all the districts were able to supply this data. Therefore, the data are not representative of all ungraded students who participated.

The following table contains the data reflecting the number of months by which the LEA standards were not met and the number of students exactly meeting those standards.

Table 7.46

GRADE LEVEL UNGRADED

NUMBER OF MONTHS BY WHICH STUDENTS DID NOT MEET AND NUMBER THAT EXACTLY MET THE LEA'S STANDARDS OF SUCCESS BY ACTIVITY (REGULAR TERM)

ACTIVITIES FOR REGULAR TERM

	LOSS BY MONTH										
ACTIVITY	-10	-9	-8	-7	-6	-5	-4	-3	-2	-1	EXACTLY MET
READING	1		5	1	7	6	12	11	21	25	117
MATHEMATICS								4	5	8	35
LANGUAGE ARTS											
CULTURAL ENRICHMENT											
ENGLISH											
ENGLISH-2ND LANG.					15		6	1	4	1	51
INDUSTRIAL ARTS											
HOME ECONOMICS											
NATURAL SCIENCES											
PHY. ED./RECREATION											
SOCIAL SCIENCES											
MUSIC											
BUSINESS EDUCATION											
ART											
VOCATIONAL ED.											
SPEECH											
OTHER	1		1				1			1	2
NO ACTIVITY											

As the limited data indicate, a large number (195) of the participants across our activities exactly met the LEA's standards of success. In addition, quite a few of the participants did not meet the LEA's standards by one to four months.

Table 7.47 contains the data collected on those students who surpassed the LEA's standards of success.

Table 7. 47

GRADE LEVEL UNGRADED

NUMBER OF MONTHS BY WHICH STUDENTS SURPASSED THE LEA'S STANDARDS OF SUCCESS BY ACTIVITY (REGULAR TERM)

ACTIVITIES FOR REGULAR TERM

	GAIN BY MONTH									
ACTIVITY	+1	+2	+3	+4	+5	+6	+7	+8	+9	+10
READING	15	18	12	16	3	9	3	16	3	18
MATHEMATICS	1	4	13	7	3	2				
LANGUAGE ARTS				1		1				
CULTURAL ENRICHMENT										
ENGLISH										
ENGLISH-2ND LANG.		1	2							
INDUSTRIAL ARTS										
HOME ECONOMICS										
NATURAL SCIENCES										
PHY. ED./RECREATION										
SOCIAL SCIENCES										
MUSIC										
BUSINESS EDUCATION										
ART										
VOCATIONAL ED.										
SPEECH										
OTHER			3			1	1			2
NO ACTIVITY										

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The limited data in Table 7.47 indicate that a notable number of the students across all areas surpassed the LEA's standards of success by two, three, and four months.

The various techniques utilized to implement Title I activities for ungraded participants are noted in Table 7.48.

[illegible]

[illegible]

ACTIVITIES FOR REGULAR WEEK

[illegible]

[illegible]

ACTIVITY	IND. INSTRUC.	TUTOR ASSIST.	SMALL GR. INSTRUCT.	LARGE GR. INSTRUCT.	FIELD TRIPS	INDIV. COUNSEL.	GROUP COUNSEL.	DRILL	OTHER
READING	18	[illegible]	10	[illegible]	[illegible]	[illegible]	[illegible]	12	[illegible]
MATHEMATICS	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]	
LANGUAGE ARTS	[illegible]	[illegible]	[illegible]	[illegible]					
CULTURAL ENRICHMENT					[illegible]				
SCIENCE									
ENGLISH-2ND LANG.	[illegible]	[illegible]	[illegible]		[illegible]		[illegible]	[illegible]	
INDUSTRIAL ARTS									
HOME ECONOMICS									
GENERAL ACTIVITY									
PHYS. ED./RECREATION									
SOCIAL STUDIES									
MUSIC									
BUSINESS EDUCATION									
ART									
VOCATIONAL ED.									
SPEECH									
OTHER	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	
NO ACTIVITY									

As the data indicate, small-group instruction, individual instruction, and drill were the most frequently mentioned across all areas as techniques utilized to implement Title I activities. Large-group instruction, individual counseling, and group counseling were given very little emphasis as techniques used to implement Title I activities.

Information on major factors contributing to success was also collected. These data are reflected in Table 7.49.

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MAJOR FACTORS CONTRIBUTING TO SUCCESS
BY ACTIVITY (REGULAR TERM)

Table 7.40

GRADE LEVEL UNGRADED

ACTIVITIES FOR REGULAR TERM

	MAJOR FACTORS CONTRIBUTING TO SUCCESS								
ACTIVITY	EARLY IDENTIF.	MATERIAL & EQUIP.	INDIV. INSTUCT.	POSITIVE ATTITUDE	SELF MOTIVATED	PARENTAL HELP	SMALL GR INST.	TEACHER & AIDES	OTHER
READING		7	11	5	3	4	8	1	6
MATHEMATICS		6	6			1	4		4
LANGUAGE ARTS		1	2		1		2		
CULTURAL ENRICHMENT									1
ENGLISH			1						
ENGLISH-2ND LANG.			1	1	1				
INDUSTRIAL ARTS									
HOME ECONOMICS									
NATURAL SCIENCES									
PHY. ED./RECREATION									
SOCIAL SCIENCES									1
MUSIC									
BUSINESS EDUCATION									
ART									
VOCATIONAL ED.									
SPEECH									
OTHER		2	2	1	1				1
NO ACTIVITY									

The data indicate that individual instruction and small-group instruction were the most frequently mentioned across all activities as major factors contributing to success. Parental help and having qualified teachers and aides were given very little emphasis.

Those factors contributing to failure are noted in Table 7.50.

MAJOR FACTORS CONTRIBUTING TO FAILURE
BY ACTIVITY (REGULAR TERM)

Table 7.30 P ACTIVITIES FOR REGULAR TERM

GRADE LEVEL UNGRADED

ACTIVITY	LACK OF MOTIVATION	IRREG. ATTEND.	DEFICIENT IN SKILLS	POOR ATTITUDE	EMOTION PROBLEMS	LACK PAR. INTEREST	TIME LIMITS	LOW INTELL.	OTHER
	MAJOR FACTORS CONTRIBUTING TO FAILURE								
READING	5	3		4	3	1	3	4	5
MATHEMATICS	2	2	1	2		2	1	3	2
LANGUAGE ARTS	1			1		2			
CULTURAL ENRICHMENT				1					
ENGLISH									
ENGLISH-2ND LANG.	2	2		1				1	
INDUSTRIAL ARTS									
HOME ECONOMICS									
NATURAL SCIENCES									
PHY. ED./RECREATION									
SOCIAL SCIENCES									1
MUSIC									
BUSINESS EDUCATION									
ART									
VOCATIONAL ED.									
SPEECH									
OTHER	1			1	1		1	1	1
NO ACTIVITY									

Lack of motivation, poor attitude, and low intelligence were the most frequently mentioned across all activities as major factors contributing to failure. Emotional problems, lack of parental interest, and time limitations were given very little emphasis as factors contributing to success.

All summer term data for the ungraded catagory can be found in Appendix D.

Evaluators' Comments:

In reviewing the data for FY 74, two issues are quite notable: the total number of participants and the number of participants not meeting the LEA's standards of success.

The number of participants has increased across most of the Pre-K-K, 1-3, grade groupings. Using reading as an example, there is a 40% increase in Pre-K-K students, a 23% increase in student grades 1-3, a 35% increase in students in 7-9, a 47% increase in students in 10-12, and an 81% increase in ungraded students.

There was a 23% decrease in the number of students in grades 4-6 participating in reading activities during FY 74.

The issue concerning the number of participants not meeting the standards of success raises many concerns. Again, using reading as an example, the percentage of students not meeting the standards for success for Pre-K-K was 32.8%, 1-3 was 48.4%, 4-6 was 39%, 7-9 was 47%, 10-12 was 38% and ungraded was 54%.

In comparing the FY 75 percentages not meeting LEA standards to data for FY 74, would result in the following table.

Table 7.5

COMPARISON BY GRADE LEVEL OF FY 74 TO FY 75 PERCENTAGES ON STUDENTS NOT MEETING LEA'S STANDARDS OF SUCCESS FOR READING (REGULAR TERM).

Grade Levels	Percent Not Meeting Standard of Success	
	FY 74	FY 75
Pre-K-K	40%	62.8%
1-3	40%	48.4%
4-6	44%	39%
7-9	39%	47%
10-12	28%	38%
Ungraded	30%	54%

As the FY 75 data indicate, there is a significant increase over all grade levels in the percentage of students not meeting LEA's standards of success.

In reviewing the data submitted on factors contributing to failure, irregular attendance and lack of motivation were mentioned across all grade levels as major factors contributing to failure.

However, the data collected on the methods or procedures for strengthening Title I programs indicate that more parental involvement, increasing inservice, and individualizing instruction were the most frequently mentioned.

Evaluator's Comments:

Participating in the case studies has provided the SEA with an opportunity to review LEA records on Title I students. Several of the teachers commented that it is to their advantage to keep updated and accurate records. By doing so, they were able to alter or reemphasize in areas where there was a need.

The following chapter discusses Title I staff and inservice training.

CHAPTER 8

TITLE I STAFF AND INSERVICE TRAINING

The federal regulations state:

> The orientation, indoctrination, and development of the personnel who have been selected to conduct the Title I program is probably the most critical phase of the Title I program. The concentration of the Title I program who have not been developing satisfactorily under the regular school program indicates the need for new approaches to the development of teaching and other personnel.
>
> The methods of preparing personnel to undertake specific Title I activities and for their continued inservice development should be closely geared to those activities. Furthermore, the inservice training program should be of sufficient size and depth to have an impact on the participants and the Title I program....
> Institutions of higher education should be involved in conducting training programs for Title I personnel and in following up with the evaluation of those programs. The use of old ready-made courses not related to problems confronting the Title I staff should, of course, be avoided.

In addition, the federal guidelines recommend that studies of other ongoing programs, "sensitivity" training, and other approaches specifically designed to help teachers do a better job of providing special services for and relating to children with special needs should be tried and evaluated. Inservice activities provided for Title I teachers must also be made available to aides if they are being utilized in the program.

The data collected on the Self Assessment Questionnaire concerning inservice training in the participating LEA's are illustrated in Table 8.1.

Table 8.1 TEACHING STAFF AND AIDE PARTICIPATION IN INSERVICE TRAINING (REGULAR TERM)

	Title I Staff Participation		
Inservice Training Activities	# of Teachers	# of Aides	Unduplicated Teachers
Participated in Training Provided for Regular Staff	3,941	1,635	3,743
Participated in Training Provided for the Title I Staff Only	3,009	1,116	Unduplicated Aides
Attended SEA Inservice Session	937	4,170	2,162
Other (Specify)	533	686	

It is possible that the LEA's could have included regular classroom teachers and aides in these figures. However, it should be noted that the data collected from the Annual Self Assessment Questionnaire indicate 4,410.5 teaching staff participated in Title I activities. Therefore, it might be assumed that a significant number of those individuals participated in some sort of inservice training.

The frequency of inservice training is recorded in Table 8.2

Table 8.2 FREQUENCY OF REGULAR TERM INSERVICE ACTIVITIES

Frequency	Number of Districts Responding N = 632
Monthly	172 (27.2%)
Bimonthly	62 (9.8%)
Weekly	38 (6.0%)
Other	317 (50.2%)

(Forty three (6.8%) LEA's did not respond.)

"Other"appears to be the dominate type of inservice provided. It consisted of such things as once a year, twice a year, whenever necessary, and rarely. However, monthly meetings are held in 172 (27.2%) of the districts participating in Title I activities.

Information is not available on the quality of the inservice activities provided. However, the Self Assessment Questionnaire asked if the teaching staff were provided with inservice activities which assisted them in teaching educationally disadvantaged students. Overall, 473 (75.2%) of the LEA's responded yes, while 123 (19.6%) responded no, and 32 (5.1%) did not respond. LEA's were requested to give examples of the activities which assisted them. The responses were coded for reporting use and are illustrated in the following table. Please note that many of the respondents gave several answers.

Table 8.3 FREQUENCY OF TRAINING ACTIVITIES ASSISTING IN TEACHING EDUCATIONALLY DISADVANTAGED (REGULAR TERM)

Activity	Frequency
Discussed New Materials, Methods, and Equipment	224
Exchanged Ideas and Teaching Techniques	198
State Sponsored Workshop	55
Discussed Test Interpretation	37
Helped Identify Students for Title I	27
Discussed Ways of Assessing Student Needs	26
Helped Identify Goals and Objectives	19
Learned New Methods of Behavior Modification	7
Other	163

"Other" consisted of such things as took a reading course, attended Gifted workshop, attended National Reading Conference, and attended annual meeting of Illinois Council for Exceptional Children. Discussing new materials, methods and equipment appears to be a popular inservice topic.

The Federal Register of March 11, 1975, Volume 40, Number 48, states:

> a) Inservice training for Title I personnel. Payment of Title I funds may be authorized for inservice training of staff members, parent council members, and volunteers who are engaged to perform specific services related to approved Title I programs or projects. Such training must be directly related to the services in which such persons will be engaged under Title I of the Act and to their needs for the development of competencies required if the program or project is to be effective.
> b) Supplementary training for specialists and classroom teachers. The services provided under Title I of the Act may include supplementary training for teachers who will be serving as specialists dealing solely with educationally deprived children to be served by the Title I project or as regular classroom teachers of such children in public or private schools. All such training shall be tailored to enable the teachers to meet the special educational needs of the educationally deprived children to be served and may be provided on a preservice or on inservice basis.

Information was not requested concerning inservice for administrators. It is, however, equally as important that Title I administrators be given specific inservice training in the areas of program planning, development, and evaluation.

Evaluator's Comments:

It is a well-known fact that there are "good" teachers and there are "bad" teachers. However, instead of dwelling upon the semantic differentiation of "bad" and "good," the evaluator would like to bring another concept into focus- "prepared." Understandably, universities and colleges cannot prepare all teachers to face every situation they will encounter in their teaching careers. Therefore, it is imperative that "inservice training," perhaps in cooperation with universities, be available to assist the teachers in preparing themselves to meet some of those unforeseen instances that were never discussed in "teacher education."

Inservice training of any type should be geared to specific needs of the teaching staff. Such needs could be training on how to work with students who have behavior problems, how to "draw out" a child who is extremely shy or who has a poor self-concept, etc. A needs assessment of the staff would provide an LEA with many valid inservice training topics.

The following chapter discusses parental involvement in Illinois during FY 75.

CHAPTER 9

PARENTAL INVOLVEMENT

Parental involvement in Title I is mandated by the Federal Government. This mandate requires each LEA to establish a PAC. The council must be comprised of more than a simple majority of parents whose children are eligible to participate in the Title I programs.

For many LEA's this requirement is very difficult to meet. In fact, 229 (36%) regular term LEA's indicated on their Self Assessment Questionnaires that they need assistance in meeting their requirement. The names of these districts have been forwarded to the regional teams (see Chapter 11 for further information) in order that they might assist the LEA's in meeting the federal criteria.

The composition of all the LEA's PAC's can be examined in the following table.

Table 9.1 COMPOSITION OF TOTAL LEA'S PARENT ADVISORY COUNCILS

Classification of Personnel	Regular Term	Summer Term
Parents of Title I Children Participating in Project	4,959	1,139
Parents of Non-Title I Children From Project Area	1,392	216
Nonpublic School Representative (not parent)	244	82
School District Personnel	1,941	477
Other (specify)	194	38
Total	8,431	1,913

The data indicate that more than half of the state total number of PAC members are parents of Title I children participating in the Title I project.

224

In reviewing the data from previous years, it is interesting to note that even though the number of Title I participants are increasing (see Table 9.2) the number of parents of Title I participants who are PAC members is decreasing. The following table illustrates the composition of the Title I PAC's from FY 74 to FY 75.

Table 9.2 COMPARISON OF COMPOSITION OF PAC'S FROM FY 74 TO FY 75 (REGULAR TERM)

Classification of Personnel	FY 74 Number	FY 75 Number
Parents of Title I Children Participating in Program	5,024	4,959
Parents of Non-Title I Children From Project Areas	1,985	1,392
Nonpublic School Representative (not parent)	302	244
School District Personnel	1,782	1,941
Other	359	194
Total	9,452	8,431

As the table indicates, there is a decrease in all areas except school district personnel. The following table presents a longitudinal view of the composition of PAC's from FY 71 to FY 75.

Table 9.3 COMPOSITION OF PAC'S FROM FY 71 TO FY 75

Classification of Personnel	FY 71	FY 72	FY 73	FY 74	FY 75
Parents of Title I Participants	3,859	4,915	3,663	6,280	6,098
Parents of Non-Title I Participants	1,310	1,259	939	2,285	1,608
Nonpublic School Representative	228	302	220	408	326
School Personnel	2,992	1,870	1,678	2,275	2,418
Other	765	359	311	440	232

(Please note the regular and summer term figures are combined; therefore, there may be some duplication of figures.)

In reviewing the above table, it is noticeable that the total number of PAC members increased in FY 74 and FY 75. The figures for FY 71, FY 72, and FY 73 appear to be constant. However, what is noticeable is the beginning of a decline in all classification areas during FY 75. It will be interesting to compare the FY 76 figures to those in Table 9.2 since the new federal regulations expand on the importance of parental involvement.

The federal guidelines do not, however, specify the number of times PAC's are to meet. However, during FY 75, 1,811 regular term and 361 summer term PAC meetings were held in Illinois.

The federal regulations require that the PAC be involved in the planning, operation, and evaluation of the Title I projects. The following table exemplifies the information submitted by the LEA's concerning the involvement of their PAC's in these three areas.

Table 9.4 AREAS IN WHICH PAC'S WERE INVOLVED

Area	Number of LEA's	
	Regular Term	Summer Term
Planning	521	119
Operation	327	76
Evaluation	468	109

As the data indicate, the PAC's were more involved in planning Title I programs. In addition, information was collected on a variety of activities in which parents of Title I participants were involved.

Table 9.5

ACTIVITIES IN WHICH PARENTS OF TITLE I PARTICIPANTS WERE INVOLVED

Activity	Number of Parents Regular Term	Number of Parents Summer Term
Participated in Conference With Project Staff	17,031	2,625
Attended Orientation Meetings at School	11,050	1,001
Visited Title I Classes or Activities	11,650	1,634
Selection of Attendance Areas	922	302
Involved in Planning Project Activities	3,097	658
Served as Volunteer Aides	658	210
Contacted at Home by Project Staff	9,964	2,481
Evaluated Project Activities	4,264	1,099
Other	781	220

It is quite possible that the figures in Table 9.5 represent parents of children who are not in Title I activities too. Nevertheless, a significant number of parents participated in conferences with project staff, visited Title I classes and activities, and attended orientation meetings at school.

Overall during the regular term, 25,532 parents (unduplicated) were involved in the above activities (summer term - 4,250).

The Self Assessment Questionnaire requires information from the PAC in several areas. The members were invited to give their opinions concerning what aspect of the Title I project proved to be most beneficial to Title I students. Their opinions were coded and are reflected in the following table.

FREQUENCY OF PAC'S OPINION OF MOST BENEFICIAL ASPECTS OF THE TITLE I PROGRAM (REGULAR AND SUMMER TERMS)

Table 9.6

Beneficial Aspect	Regular Term Frequency	Summer Term Frequency
Individual Attention	292	60
Developed Self-Confidence	115	32
Small-Group Instruction	139	35
Variety of Materials Used	59	10
Switched From Summer to Regular Term	1	1
School & Parents Work Together	16	7
Cooperation Between Classroom and Title I Teacher	16	3
Total Program	4	0
Other	225	58

(Please note there could be more than one response.)

"Other" consisted of such things as the students like to read now, helped with attendance problem, gave the poor students a chance.

Overall, it appears as if individual attention was the most beneficial aspect as well as small-group instruction.

In addition, the members were asked what aspects of the project proved to be the least beneficial to Title I students. The responses are represented in Table 9.7.

Table 9.7

PAC'S OPINIONS CONCERNING LEAST BENEFICIAL ASPECTS OF TITLE I PROJECTS

Aspects	Frequency of Response	
	Regular Term	Summer Term
Not Enough Contact Hours	33	10
Large-Group Work	14	3
Scheduling Conflicts	65	3
Unable to Work With Students Daily	13	0
Unable to Include all Students	13	2
Lack of Personnel	5	0
Lack of Space for Classes	9	1
None	221	54
Other	248	69

(Please note that there could be several responses for this particular probe.)

"Other" consisted of such statements as unable to get parents involved, the wrong materials were used, not enough money to have a larger program, and no coordination between teachers. Two other responses that were predominate were scheduling conflicts and not enough contact hours. It is interesting to note that 221 PAC's indicated there were no least beneficial aspects.

It is often difficult for the members of a PAC to specifically pinpoint whatever effect(s) they have had on the Title I program. However, the questionnaire did request information concerning the effect of PAC on the Title I program. A total of 425 regular term and 97 summer term PAC's indicated they had no effect on the program. The various ways in which the remainder of the PAC's had an effect on the Title I programs are illustrated in the following table.

Table [illegible].8 EFFECT OF PAC'S ON TITLE I PROGRAMS

Effect of PAC	Frequency of Response Regular Term	 Summer Term
Suggested More Parent Communication and Awareness	5	0
Helped Interpret Program to the Community (PR)	98	22
Assisted in Planning the Program, Evaluating	96	26
Exchanged Ideas, Opinions, and Made Recommendations	145	33
Staff was made Aware of Students' Needs	29	2
Helped Plan and Assisted on Field Trips	5	7
Volunteered to Help in the Classroom	14	5
None	157	32
Other	127	27

(Please note the PAC's could have more than one response.)

The data indicate that 157 of the PAC's responding stated they did not have an effect on the Title I program, or did not indicate what the effect was. However, 145 of the PAC's felt they had an effect on the Title I programs by exchanging ideas, opinions, and making recommendations. Helping to interpret the program to the community (PR) and assisting in planning and evaluating the program were frequently mentioned.

The Illinois Office of Education attempted to collect additional information from the Title I directors concerning the information of the PAC's. The directors were requested to supply information concerning:

1. the initial problems they had in organizing the PAC and how members are selected;
2. the original goals for the PAC;
3. the parents' goals once the PAC was formed;

4. the role of the PAC in the Title I program and how the Title I staff and parents feel about this role;
5. the major success of the PAC's; and,
6. how the district and present PAC are planning to meet the new PAC requirements.

The following pertains to the above six topics and was taken directly from the responses the directors forwarded.

1. **Problems**

   a. Posted notice in local paper that a Parent Advisory Council (hereafter referred to as PAC) was to be organized and all parents were welcome to attend. A few responded but not enough for PAC.

   b. Uninformed parents concerning the Title I program and parent attendance at informative meetings.

   c. Initially the problems were in getting perspective PAC members to volunteer.

   d. As our district is so widespread, it was difficult to get parents to consent to be on the committee.

   e. A majority of our Title I parents are non-English speaking.

   f. Attendance has been the main problem.

   g. The initial problems were deciding who to ask to be chairman and finding members.

   h. It was difficult to convince Title I parents that they could help plan and evaluate a program that they knew nothing about, except their child was receiving help.

   i. Many parents stated they did not have the time to serve.

   j. It appeared that some were not interested or did not want to take the time to become aware of what was happening between the school and their children.

   k. Initial problems included method of selecting PAC personnel.

   l. Constantly requested assistance from state office with little or no response.

2. Original Goals for PAC

a. Our goals were to provide a two-way communication path with representative parents of Title I students and to have them provide input into planning.

b. Our goals have been rather nebulous, which has contributed to the lack of PAC effectiveness.

c. The committee is to make recommendations to the school administration and to the Title I teachers concerning the Title I program.

d. The parents and teachers should exchange ideas to identify the needs of the students, needs for both home and school. Parent-teacher cooperation develops a better insight into the child's needs psychologically, socially, etc., therefore bringing about a better understanding of how to help that child progress educationally.

e. The parents' major goal is to inform the public about this special program so that those students who qualify would know how beneficial it could be to them.

f. Our original goals for the PAC. Have parents or PAC members evaluate the project activities. Serve as volunteer aides. Visit Title I classes. Attend orientation meetings at school. Participate in conferences.

g. To inform parents and community of Title I activities and to get criticisms, positive and negative, from parents about the program were the original goals.

h. The original goal for the PAC was to establish better communication between home and school.

i. Our original goals for the PAC were to get parents interested in where their child was in regard to his reading level, raising that reading level, and informing our district through the Parent Teachers Communications Club.

j. Our original goals for the PAC were to help us by stating weaknesses, as well as strengths, of our program.

k. Give parents background of the Title I program, reason for or need for program, conflicting guidelines, and regulations by different Title I personnel. To improve public relations.

l. Original goals for the PAC

   1. Get parents into the schools.
   2. Keep parents informed so that they could take information back to their attendance centers.
   3. Seek advice from parents.

m. Original Goals: were the PAC members understanding the Title I program; then evaluating the current program and helping to plan improvements for the succeeding program.

n. Original Goals

   1. To involve Title I parents with the total program.
   2. To improve rapport between parents and the school district.
   3. To educate Title I parents of other supportive services that are available.

o. Help the child to get as much as possible out of our program.

p. The goals were:

  1. To help in planning the Title 1 program.
  2. To assess the ongoing program.
  3. To involve parents in classroom volunteer work.
  4. To evaluate the Title I program at the end of the fiscal year.

q. Originally, we had a dual purpose in mind for the organization:

  1. A grass-roots sounding board of items we could improve.
  2. A method of disseminating information about the program.

3. Parents' Goals Once the PAC was Formed

a. 1. To learn more about the program.

  2. Learn methods on how to help their own child at home.
  3. To disseminate information to other parents.

b. 1. Serve as volunteer aides.

  2. Visit Title 1 classes.
  3. Have PAC meetings with parents and school people.

c. The parents who served on the committee were interested in working with the teachers to be sure that their children's needs were met in the best possible way. Parents having the time offered help to the classroom teachers.

d. Parents' goals have also been rather poorly defined. They want to help, but rarely know what to do.

e. The parents' goals were largely those initiated through the original objectives for our Title I program. They did offer suggestions and these were then included in our objectives for the work of our Title I program. I believe the biggest request they had was for a pre and post conference on their child's achievement in the Title I program. This we have adopted and I feel that this has been a huge success to the teachers in the program.

f. I don't feel that the parents are interested in helping teachers make materials for students' use. Parents are happy to do this and teachers appreciate this help.

4. Role - How Staff and Parents Feel

a. The role was to advise and the Title I staff and parents felt that this was good.

b. The parents themselves, although very interested, felt that their role should be purely of an advisory capacity, and did not want to become "that" involved.

c. The Title I PAC in this school district is not particularly active. The PAC seemed satisfied with the program as it is now operating. Administrators and teachers listen to recommendations that are made by all parents and not just members of the PAC. However, most parents are willing to leave the educational decisions up to the administrators and teachers, since they are the ones being paid for doing just that.

d. The overall effectiveness has been mixed. Generally, the PAC has been well informed, but both parents and staff would like it to be more effective.

e. The role of the PAC has basically been supportive. At our meetings, parents appreciated the opportunity to ask questions and express opinions.

f. The PAC has been strictly of interest, advisory, and public relations. They readily admit no knowledge of planning or procedure, but are willing to cooperate in any way to perpetuate the program.

g. The role of the PAC in the program has been very well received by the Title I staff and the parents of the students in Title I.

h. The role of the PAC in one Title I program is not extensive. However, we feel it serves its purposes. The PAC listens, learns, and asks questions, makes suggestions concerning our Title I Remedial Reading Program. We ask the PAC what they want in programs. We are concerned about the forced and expanded roles of the PAC: our PAC has faith in their Title I personnel and administration. The PAC serves a purpose but it can be overdone the same as anything else ____ parents and personnel feel we have a good and successful program. The people like it and feel we are best qualified to operate it. That is why we went to college for training and have to meet certification requirements, is it not? Because a parent has a child in need of Title I services, does not qualify him/her to run the program. We are sensitive to the parent feelings, concerns. Yes, the parents have a right to know what we are doing, even why, and we explain this at PAC meetings, parent conferences, and in newsletters. We get the feeling that Title I regulations do not have faith in local school board's administration and Title I teachers. This is evident in the new requirements of electing the PAC.

i. At the present time, the parents are interested in helping teachers make materials for students' use. Parents are happy to do this and teachers appreciate this help.

j. Parents feel their role is important in helping the school maintain a worthwhile program. The Title I staff feels the parent involvement is essential and greatly improves the program.

k. The PAC reviews the Title I application and helps evaluate the program. They make recommendations, comments, complaints, and the criteria for selecting the Title I students. The PAC is also given all other information that is important to the total education process. They are as well informed as the regular Cave-in-Rock Board of Education. The PAC is the second most powerful influence in the community. Once the ill-at-ease barrier is broken between the parents and the Title I staff their roles are very successful. Title I staff is very appreciative of the parents' role.

5. Major Success

a. Helped get more community involvement into the school and the learning process.

b. The success attached to the PAC is that they have displayed the needed interest; however, have felt that they only needed to become involved when asked.

c. The members of the PAC have given support to and become involved in the Title I program.

d. The PAC is willing to meet and discuss the program and make plans with the administration for succeeding programs.

e. One major success of the PAC is in their evaluation of the program. Many recommendations for change have been included in ____ Title I programs and all feel that these changes have brought about a better, more effective program in meeting the needs of our children.

f. The major success has been an increased awareness of the Title I program and what the school is trying to do for the children.

g. 1. An appreciation of what the Title I program is doing.
   2. An opportunity to share similar problems and frustrations with other parents.
   3. Better understanding and cooperation between home and school.

h. The major success was raising the reading level past an achievable goal. We feel it was successful also in that we had no problem convincing our board that we should participate again in the program.

i. The major success of the PAC has been their desire to assist in objectives for the program and suggestions as to different ways to achieve our goals. The PAC of our school has had a positive attitude toward the program, and they are our best advertisers of the program and of its aid to the school system. The parents of Title I students and non-Title I students on this committee all have the same goal in view, "How to help the students to become better students and to lead them through various ways to achieve success."

j. Improved school relations with some parents of Title I students by seeing what the school is attempting to do to help their children. The success of our program is improving Title I students' reading ability.

k. When we first formed our PAC, it was mainly a discussion group with few parents entering into the discussion. Teachers showed materials and explained how they worked with students. Parents were not too interested and absenteeism was high. The date of one meeting arrived with nothing planned. I brought out materials - scissors, paper, felt tip pens, etc., and had parents help to make learning games for students to use. After that meeting the attendance improved to a great extent. Each teacher took charge of a meeting to supply the committee with materials to make learning games.
We had such remarks as: "Now I feel as if I'm doing something." "I like this much better than just sitting here talking." "It is more fun when we are helping students."

l. The main success has been in getting some parents involved who had not previously been very much involved in any of the school's programs.

One PAC during a previous year was very helpful in initiating a new activity in the program.

m. 1. Involvement of parents in the educational process.
2. The improvement of the self-image and self-worth of parents.
3. The improvement of the communication system between parents and the local district.
4. The awareness of the needs of more government programs for deprived children.
5. Parents are educated to the needs of their children.

n. 1. Informed parents concerning Title I program.
2. Informed parents concerning the legal aspects of the Title I program.
3. Objectives which are reasonable and which can be accomplished.
4. Improved public relations between parents and the educational system.
5. A working-parent volunteer program.

6. Plans for Meeting New Requirements

a. 1. The present district-wide PAC formed a nominating committee to find persons to serve as officers for the Individual Building PAC.

2. It was decided to have the present building representatives conduct the meeting for the selection of these persons. The Title I teacher was also present to provide additional information.

3. The meetings were held simultaneously in all Title I schools after a great deal of publicity in the newspaper, district TV and radio programs, and letters sent home to parents. All parents were encouraged to attend and participate in the selection of officers for the building PAC.

4. We selected, by ballot, a President, Vice President, and Secretary for each building. Ballots were made up in advance with the names of those persons nominated from the district PAC. Write-in space was available if other nominations were made at the meeting. The President of the building PAC is the representative to the district-wide PAC with the building PAC being their alternate.

b. We will approach the new requirements with the same determination as we did in the beginning. We will involve more parents, more staff members, more board members, etc. It takes time, organization, determination, and key people to carry out these requirements; but it can be accomplished.

c. A new Title I director is to be employed who will work with the PAC. Although it is not required in our district, I have recommended that we have a PAC for each of the attendance centers. The three attendance centers are 6, 15, and 17 miles from the unit office. With the price of gas, this could work a hardship on parents to drive the above miles.

I am further suggesting that at some group meeting at each school parents are asked to select one person from a list of parents whose children do not qualify for Title I and three members from a list of parents whose children do qualify for Title I.

d. PAC's will be established in each of our five buildings in the fall of 1975. Building open houses will be scheduled for Title I parents to review the program, answer questions, and invite participants in the PAC.

e. The district and present PAC will send out additional information and questionnaires to Title I parents.

f. We will meet more regularly by meeting early prior to a Parent Teachers Communications Club Meeting and will work hard at disseminating information on what we are doing in the program.

g. The PAC is planning to meet early in the year to formulate new plans for selecting PAC members. It hopes to review problems and generate appropriate goals and objectives for the PAC.

h. 1. A majority of the PAC members will be parents of Title I pupils in the program.

2. A notice will be sent to each Title I parent inviting them to serve on the council.

3. Copies of the project plans and evaluations will be kept in the Title I office available upon request to any member.

4. State and federal regulations will be kept on file also in the Title I office.

5. Plans are being made to organize a PAC at the Sorento, Pocahontas, and Greenville Schools with one unit-wide council.

The new regulations concerning PAC's are too numerous to include in this report. However, for those who are concerned with the regulations, please refer to Section 116a.25 Parent Advisory Councils.

The following chapter discusses dissemination and coordination of Title I with other programs.

CHAPTER 10

DISSEMINATION AND COORDINATION OF TITLE I WITH OTHER PROGRAMS

As stated in the federal guidelines, a Title I program must include provisions for the dissemination of information to teachers and administrators for their use in planning and conducting projects. Emphasis should be placed on the dissemination of information which will contribute to improved program planning and operation both in the applicant's district and in other districts. LEA's are to develop information dissemination programs to include involvement of the community and parents of children served by the project. Dissemination procedures should include such things as annual reports, newsletters, and news releases for the purpose of informing the public and other educators about program objectives and procedures, and to gain support for the project.

The Illinois Office of Education requested each LEA to report the frequency of use for each of their dissemination techniques. It should be kept in mind that the LEA's could and did use more than one dissemination technique.

Table 10.1

FREQUENCY OF LEA DISSEMINATION TECHNIQUES

Dissemination Technique	Frequency of Use	
	Reg N = 632	Smr N = 154
In-house Dissemination of Title I Information	2536	371
Participation in Professional Meetings	1369	195
Non-Title I Staff Orientation	1253	139
Newspaper Releases	1043	226
School Publications	999	164
Presentations to Community Groups	951	170
Visitation Programs	801	111
Radio - T.V. Presentations	112	20
Published Brochures	99	22
Other	158	35

As the regular term data indicates in-house dissemination of Title I information is a frequently used technique, as is participation in professional meetings and non-Title I staff orientation. Published brochures is the least used of all the techniques.

Information concerning dissemination can be compared over the last three years. The data are illustrated in the following table.

Table 10.2 COMPARISON OF FREQUENCY OF DISSEMINATION TECHNIQUES FROM FY 73 TO FY 75 (REGULAR TERM)

Dissemination Techniques	FY 73 Frequency	FY 74 Frequency	FY 75 Frequency
In-house Dissemination of Title I Information	630	794	2536
Participation in Professional Meetings	621	648	1369
Newspaper Releases	568	537	1043
Non-Title I Staff Orientation	534	541	1253
Presentation to Community Groups	472	545	951
Visitation Programs	463	487	801
School Publications	437	435	999
Radio and T.V. Presentations	71	104	112
Published Brochures	45	56	99
Other	99	93	158

It should be noted that there is a considerable increase in dissemination in all areas during FY 75 as compared to FY 74 and FY 73. The SEA does not, however, have data to illustrate the quality of the information disseminated.

Coordination With Other Federally Funded Programs

The federal regulations indicate that where cooperation would be beneficial, contacts with other federally funded programs should be initiated.

Throughout the state of Illinois there are a variety of educational and community oriented programs that are federally funded. Table 10.3 represents the data collected from the LEA's on their relationships with other programs in their districts.

FEDERALLY FUNDED PROGRAMS THAT COOPERATED WITH TITLE I PROGRAMS DURING FY 75 (REGULAR AND SUMMER TERMS)

Table 10.3

Programs	Regular Term	Summer Term
ESEA, Title II	437	105
NDEA Programs	202	46
ESEA, Title III	180	46
Public Law 874 Impacted Areas	84	14
Head Start	84	16
Community Action Agency	49	11
ESEA, Title VI B	20	3
ESEA, Title IV	10	2
Model Cities	4	1
Teacher Corps	1	0
Other	65	10

As the data indicate, ESEA, Title II; NDEA Programs; and ESEA, Title III cooperated with Title I programs more than the other programs mentioned. It should be noted, however, that ESEA, Title VI, Part B also cooperated with Title I programs during FY 75. This is the first year any of the LEA's indicated contact or cooperation with this particular federally funded program.

Since data concerning cooperation with other programs have been collected in previous years, they can also be reported to see if there are any significant increases or decreases. This longitudinal data is illustrated in the following table. Please note that for the sake of simplicity, only regular term data are being reported.

Table 10.4

COMPARISON OF FY 73, FY 74, AND FY 75 DATA ON FEDERALLY FUNDED PROGRAMS THAT COOPERATED WITH TITLE I PROGRAMS (REGULAR TERM ONLY)

Programs	FY 73	FY 74	FY 75
ESEA, Title II	409	436	437
Head Start	98	64	64
Public Law 874 Impacted Areas	95	87	84
NDEA Programs	86	192	202
ESEA, Title III	81	143	180
Neighborhood Youth Corps	74	99	76
Community Action Agency	57	55	49
ESEA, Title IV	9	16	10
Model Cities	4	9	4
Teacher Corps	1	1	1
ESEA, Title VI, Part B			20
Other	36	58	65

The data indicate a decrease in cooperation in several program areas, such as Model Cities, Community Action Agency, Neighborhood Youth Corps, Public Law 874-Impacted Areas. Teacher Corps has remained constant in its cooperation with one district.

The activities engaged in with the other federally funded programs were also solicited from the districts. Their responses are reported in the following table.

Table 10.5

FREQUENCY OF ACTIVITIES WITH OTHER PROGRAMS
(REGULAR TERM)

Activity	Frequency	
	Regular	Summer
Shared Library Resources	401	76
Shared Materials and Supplies	351	79
Participated Together in Educational Programs	172	17
Health Services	68	7
Offered Tutorial Assistance	59	12
Assisted in Field Trips	42	13
Other	40	10

Sharing library resources appears to be the most popular method of cooperating between Title I programs and the federally funded programs. Also, sharing methods and supplies and participating in educational programs are mentioned. These same activities ranked high during FY 74.

Chapter 11 discusses the various ways in which the LEA's plan to strengthen or improve their projects.

CHAPTER 11

SEA MONITORING AND INSERVICE ACTIVITIES

The Illinois Office of Education uses a variety of methods to monitor Title I projects. Project approval is even considered to be a form of monitoring. During FY 75 the Department for Exceptional Children was organized into six regional teams with each team being responsible for a specific region of the state. The team members were accountable for a variety of programs, including Title I. It was their charge to review the Title I program applications as they were received and, if necessary, to request certain corrections or changes.

The regional teams did have contact of some kind with the LEA's. Therefore, a probe was included on the Self Assessment Questionnaire asking the LEA's if they had any contacts with the regional teams during FY 75. Of the regular term LEA's, 482 (76.3%) indicated they had contact of some type. However, 82 LEA's (13%) did not respond to this probe. For the summer term, 109 (70.8%) indicated contact of some kind, while 33 (21.4%) did not respond.

The LEA's were asked to describe the nature of their contacts with the teams. Table 11.1 represents their responses.

FREQUENCY OF LEA'S CONTACTS
WITH SEA REGIONAL TEAMS DURING FY 75
Table 11.1 (REGULAR TERM)

Nature/Type of Contact	Frequency	
	Regular	Summer
Assisted with Financial Questions/Problems	417	103
Met at SEA Inservice Session	409	79
Provided Assistance in Completing SEA Forms	337	72
Visited Program	276	34
Assisted in Planning Program Activities	181	42
Telephone Contact Only	101	38
Requested by LEA as a Consultant in a Local Inservice Session	47	14
Assisted in Developing Evaluation Systems	42	14
Other	27	6

Data were not collected on the quality of the contact activities in Table 11.1. It will be collected during FY 76 as the role of the teams changes. However, if the LEA's were assisted in program planning or development by the regional teams, they were asked to give an example of the contact. Due to the limited amount of data provided, we are unable to present information in this area.

As the data indicate, assisting with financial questions/problems was the most frequent form of contact between the SEA regional teams and the LEA's. Met at SEA inservice session and provided assistance in a local inservice session were also frequently mentioned.

The following table compares the data collected in FY 74 and FY 75 concerning the frequency of contact between LEA's and SEA regional teams for the regular term.

COMPARISON OF FY 74 TO FY 75 ON THE
Table 11.2 FREQUENCY OF LEA CONTACTS WITH SEA REGIONAL TEAMS

Type of Contact	FY 74 Frequency	FY 75 Frequency
Assisted with Financial Questions/Problems	360	417
Provided Assistance in Completing SEA Forms	290	337
Met at SEA Inservice Session	254	409
Visited Program	185	276
Assisted in Planning Program Activities	149	187
Telephone Contact Only	70	101
Requested by LEA as a Consultant in a local Inservice Session	34	47
Assisted in Developing Evaluation System	31	42
Other	26	27

The data indicate an increase in all areas. It should be noted that there is a marked increase in the number of visitations to programs and meeting at SEA inservice sessions.

The in-depth, on-site monitoring has been delegated to the School Approval Section. A team approach is used to accomplish visitations to Title I sites. The team includes LEA personnel with Title I expertise.

The School Approval Section, which employs two SEA consultants with Title I funds, visited 25 Title I projects (see Appendix B). It should be noted that Chicago is not part of the 25. The various Chicago projects are visited by one of the SEA consultants on a continuous basis. There are approximately 75 to 100 LEA consultants with some expertise in Title I available for these visits. The purposes of a School Approval visit to a Title I project are to determine the following:

1. Whether the project meets all legal requirements.
2. The fidelity of the project operation to the project applications as approved by the Illinois Office ot Education.
3. The educational value of the project.
4. The accuracy of the data by the LEA in program planning.

An on-site visit includes an examination of: selection of target areas, comparability, needs assessment, objectives, financial management, administration of the project, nonpublic school participation, parent involvement, equipment and supplies, selection of participants, staff and inservice training, coordination with regular school program evaluation, and dissemination.

The team consists of three to six members. The basic team has:

1. a team leader who is the representative of the Illinois Office of Education;
2. a supervisor of a local Title I project;
3. a curriculum specialist in the academic areas covered by the project; and,
4. other members as needed depending on the size of the project.

On visits to the larger districts (100,000+), a specialist in financial management and a specialist in appropriate program areas are used.

Team members are selected from those individuals recommended by Illinois Office of Education sections as having expertise in areas of Title I. The Illinois Office of Education monitoring team leader selects the team members and assigns them responsibility based on the areas of their expertise.

The team leader contacts each district to be visited and requests that arrangements be made for a facility that can be used for the orientation meeting, as the work area during the visitation, and as the meeting place for the oral reporting session.

During the morning of the first day of the visitation, an orientation meeting is held. At this time, specific assignments are made and instructions are given on: how to conduct the visitation, what information to collect, and how to complete the visitation forms and travel vouchers. Each team member submits a report to the team leader and he summarizes the reports and makes an oral report to the LEA representatives.

The oral presentation includes an explanation of how the information was collected, the observed strengths of the program, and recommendations to alleviate any observed weaknesses or violations. A final report is prepared and returned to the LEA. It is the LEA's responsibility to reply to the School Approval Section within 15 days.

In reviewing the reports by the School Approval Section, there appears to be a common trend in problem areas. These areas include lack of nonpublic school participation, lack of data on needs assessment, inconsistent selection criteria for participants within districts, lack of Parent Advisory Committees, need for longer time periods for Title I, need for more inservice meetings, and need for a part-time supervisor.

It was interesting to note that several of the reports indicated that the projects needed a part-time supervisor to coordinate inservice training, dissemination, scheduling, etc. This appears to be a new focal point since it has not been mentioned in previous years School Approval reports.

Also, it was noted that an emphasis was given to recommending the use of criterion reference tests. Again, this, too, is a new point being considered.

Numerous times the reports noted discrepancies between the actual number of participating students and the numbers indicated on the application forms.

Evaluator's Comments:

This point has been stressed by the evaluator on a number of occasions. Applications are written before the school terms begin; therefore, will not reflect accurate figures. Accurate figures could possibly be supplied on application forms or sections of them, if the forms were due in the state office at a later date.

SEA Inservice Activities

During the past year, the Illinois Office of Education has attempted to provide the LEA's with inservice sessions dealing with a variety of issues and topics.

There were some 56 inservice sessions sponsored by IOE regional representatives with over 2,568 LEA personnel participating.

In addition, the Title I Administrative Unit sponsored a three-day state-wide workshop in Chicago. The participants were teachers, parents, administrators, and nonpublic school representatives. The topics covered a wide spectrum of activities from parental involvement to evaluation activities.

The Illinois Office of Education staff were also provided with training on a monthly basis. These sessions are geared to a needs assessment of the personnel involved. The quality, utility, and applicability of these monthly training sessions will be assessed during FY 76.

STATE BOARD OF EDUCATION
ILLINOIS OFFICE OF EDUCATION
Title I, Public Law 89-10
100 North First Street
Springfield, Illinois 62777

ANNUAL SELF ASSESSMENT QUESTIONNAIRE 89-10
Fiscal Year 1975

INSTRUCTIONS:

Complete in triplicate, retain one copy and submit two copies to the above address by June 30, 1975 for regular projects and by September 1, 1975 for summer projects. (Complete separate forms for regular and summer projects. Do not combine on one form.)

DEFINITION OF TERMS

The following definitions are provided to establish a common consensus of certain terms used in this questionnaire.

Unduplicated Count is used to denote the actual number of participating students or Title I staff members for whom funds were allocated to the school district or the actual number of participants in a given assignment or category. The unduplicated count should only identify a participant once for the identified classification in the report.

Full-Time Equivalent (FTE) is used to convert part-time staff members to full-time equivalency. One FTE denotes the time of one staff member serving on a full-time basis for the duration of the project or school term. Decimal places are indicated in the boxes for FTE - please round off to the tenth place. Do not put fractions in these boxes.

Project is used to denote the school district's plan to assist educationally disadvantaged students as described in the Title I application. A school district may have one or more approved projects.

GENERAL INFORMATION

DISTRICT NAME	DISTRICT NO.	COUNTY	TYPE OF PROJECT (Check only one) ☐ Regular Term ☐ Summer Term

DISTRICT ADDRESS (Street, City, Zip Code)

PERSON RESPONSIBLE FOR TITLE I EVALUATION	PHONE	SIGNATURE

Number of Title I attendance centers in the distict		
Number of children for which you are eligible for funding	Male	Female
Number of students who have been identified as educationally disadvantaged according to your needs assessment	Male	Female
Unduplicated number of public school children participating in Title I Project	Male	Female
Unduplicated number of nonpublic school children participating in the Title I Project	Male	Female
Number of teaching staff in Title I Projects		

TO BE COMPLETED BY TITLE I TEACHERS

You may select one teacher or a group of teachers to work in cooperation with the Title I Director in order to complete the remainder of this form.

INSERVICE TRAINING ACTIVITIES	TITLE I STAFF PARTICIPATION	
	TEACHERS	AIDES
	Number of Teachers	Number of Aides
Participated in training provided for regular staff		
Participated in training provided for the Title I staff only		
Attended SEA Inservice Session		
Other (specify)		

UNDUPLICATED COUNT OF AIDES PARTICIPATING IN INSERVICE ACTIVITIES ____________

UNDUPLICATED COUNT OF TEACHERS PARTICIPATING IN INSERVICE TRAINING ACTIVITIES ____________

FREQUENCY OF INSERVICE ACTIVITY

☐ Weekly ☐ Monthly

☐ Bimonthly ☐ Other

Were inservice programs provided which assisted you in teaching educationally disadvantaged students? ☐ Yes ☐ No
(If Yes, please give us an example of how this training activity assisted you.)

- OFFICE USE ONLY -

SELECTION OF PARTICIPANTS

Check the procedures or methods used to select the Title I participants.

☐ Teacher referral ☐ Guidance/counselor referral ☐ Parental referral ☐ Other (specify)____________

☐ Standardized testing ☐ Grades ☐ Teacher made tests

IOE 20-23 (4/75)

MAINSTREAMING CHILDREN

A. For the past year indicate the following:

1. Number of Title I participants for FY 74 ________

2. Number moved back to regular classrooms ________

3. Number of FY 74 participants who are in the FY 75 program ________

B. Do you have a follow-up system for those students who return to the regular classes? ☐ YES ☐ NO

If yes, please describe

C. What do you consider to be the strengths of your Title I program?

– OFFICE USE ONLY –

D. What do you consider to be the weaknesses of your Title I program?

– OFFICE USE ONLY –

Check any of the following tests that you used in your program.

- ☐ Gates/Gates-MacGinitie
- ☐ SRA Achievement
- ☐ Metropolitan Reading
- ☐ Stanford Achievement
- ☐ California Reading
- ☐ Iowa Test of Basic Skills
- ☐ Nelson-Denny Reading Test
- ☐ California Achievement
- ☐ Other (specify) ________

NONPUBLIC SCHOOL PARTICIPATION

Identify procedures and services which were utilized to provide project services for nonpublic school children. A child may be identified in more than one category.

PROCEDURES OR SERVICES PROVIDED	NUMBER OF PARTICIPANTS
Nonpublic school students attended public school classes	
Project staff provided services at nonpublic school on regularly scheduled basis	
Nonpublic school students participated in field trips or cultural enrichment activities	
Private school employees paid to perform services outside regular hours	
Other (specify)	

PARENTAL INVOLVEMENT

PARENT ADVISORY COMMITTEE (PAC)

Report the composition of the PAC in this district. Indicate the number of people representing each group.

(Please attach a membership list of the Parent Advisory Committee)

CLASSIFICATION OF PERSONNEL	NUMBER
Parents of Title I Children Participating in Project	
Parents of Non Title I Children from Project Area	
Nonpublic School Representative (not parent)	
School District Personnel	
Other (specify)	
Total	

How many advisory committee meetings were held in Fiscal Year 1975? ____________

Check the areas in which the PAC is involved: (Involved took an active part in the specified area e.g. asked questions, offered suggestions.)

☐ 1. PLANNING ☐ 2. OPERATION ☐ 3. EVALUATION

Estimate the number of Title I parents involved in each activity.

_____ Participated in conferences with project staff
_____ Attended orientation meetings at school
_____ Visited Title I classes or activities
_____ Selection of attendance areas
_____ Involved in planning project activities
_____ Served as volunteer aides
_____ Contacted at home by project staff
_____ Evaluated project activites
_____ Other (specify)

____________ - unduplicated number of parents involved

IN THE OPINION OF THE PAC:

What aspect of this project proved to be most beneficial to Title I students?

– OFFICE USE ONLY –
☐☐☐☐☐☐☐☐☐

What aspect of the project proved to be the least beneficial to Title I students?

– OFFICE USE ONLY –
☐☐☐☐☐☐☐☐☐

Did the PAC have an effect on the Title I program? ☐ YES ☐ NO *If yes, please explain the effect and the results.*

– OFFICE USE ONLY –
☐☐☐☐☐☐☐☐☐

Signature of the chairperson of the Parent Advisory Committee denoting acceptance of the above report.

____________________ *Date*

________________________________ *Signature of Chairperson*

Address ____

TO BE COMPLETED BY TITLE I DIRECTOR

RELATIONSHIP WITH OTHER PROGRAMS

Check below other Federally funded programs which you cooperated with during FY 75.

☐ Head Start
☐ Model Cities
☐ NDEA Programs
☐ ESEA, Title II
☐ ESEA, Title III
☐ ESEA, Title IV
☐ ESEA, Title VI, B
☐ Community Action Agency
☐ Neighborhood Youth Corps
☐ Public Law 874 Impacted Areas
☐ Teacher Corps
☐ Other (specify) ____________

ACTIVITIES WITH OTHER PROGRAMS

Check one or more of those activities below that corresponds to your cooperation with other Federally funded programs.

☐ Shared materials and supplies
☐ Offered tutorial assistance
☐ Assisted in field trips
☐ Participated together in an educational program
☐ Health Services
☐ Shared library resources
☐ Other (specify) ____________

DISSEMINATION

Report the frequency of use for each applicable dissemination technique.

☐☐ Presentations to community groups
☐☐ Radio - T.V. Presentations
☐☐ Participation in professional meetings
☐☐ Non-Title I staff orientations
☐☐ Inhouse dissemination of Title I Information
☐☐ Newspaper releases
☐☐ School publications
☐☐ Published brochures
☐☐ Visitation programs
☐☐ Other (specify)

As a result of your evaluation how do you plan to strengthen or improve your project?

☐ Hire more teachers
☐ Secure updated equipment
☐ Individualize instruction
☐ Change scope of program
☐ Revise curriculum
☐ Provide smaller classes
☐ More parental involvement
☐ Select appropriate students
☐ Increase inservice
☐ Identify students earlier
☐ Other (specify) ____________

Did you have any contact with the SEA Regional Team during FY 75?

☐ YES ☐ NO If yes, check the activities which best describes the contact(s).

☐ Telephone contact only
☐ Assisted in planning program activities
☐ Assisted with financial questions/problems
☐ Visited program
☐ Met at SEA inservice session(s)
☐ Assisted in developing evaluation system
☐ Requested by LEA as a consultant in a local inservice session
☐ Provided assistance in completing SEA forms
☐ Other (specify) ____________

If you were assisted in program planning or development please give an example of how.

GRADE LEVEL Pre K - K

ACTIVITY SHEET FOR Grade Level

This page is one of six (6) activity sheet pages. There is one page for each grade level grouping (see bold print at top of page). Complete the appropriate activity sheet for each grade level grouping served by your program. Be certain the correct grade level appears at the top.

UNDUPLICATED NO. OF PARTICIPANTS Males ____________ Females ____________	Number of FTE Title I Teachers ____________	Number of FTE Title I Aides ____________	Other (specify) ____________

Each Activity Sheet has space to describe four (4) instruction activities (use photostatic copies for more than four activities). Using the activities listed below, identify (enter code) and provide information for each activity which exists in the program at this grade level. Do not combine activities.

1. Reading
2. Mathematics
3. Language Arts
4. Cultural Enrichment
5. English
6. English - 2nd Language
7. Industrial Arts
8. Home Economics
9. Natural Sciences
10. Physical Ed./Recreation
11. Social Sciences
12. Music
13. Business Education
14. Art
15. Vocational Education
16. Speech
17. Other (specify) ____________

Instructional Activity (Enter Code Number)	Number Meeting Standard of Success	Number not Meeting Standard of Success	Report the Frequency of use for the Methods of Determining Success				
			METHOD OF DETERMINING SUCCESS				
			Standardized Tests	Teacher Made Tests	Observation	Criterion-Reference Tests	Other

Please state the expected standard of success for this activity along with any standardized tests used to measure the standard.

If your standard of success stated that a certain number of students gained "X" months on a standardized test for "X" months in the program, please indicate the distribution of students who surpassed this criteria and those that did not, as well as the number who exactly met the standard.

LOSS BY MONTH										EXACTLY MET STANDARD	GAIN BY MONTH									
-10	-9	-8	-7	-6	-5	-4	-3	-2	-1		+1	+2	+3	+4	+5	+6	+7	+8	+9	+10

Check one or more of the techniques listed below that were used to implement the above activity.

☐ Group Counseling Sessions
☐ Individualized Instruction
☐ Small Group Instruction (2-7)
☐ Field Trips (to supplement)
☐ Drill
☐ Tutorial Assistance
☐ Large Group Instruction (8-15)
☐ Individualized Counseling
☐ Other (specify) ____________

What were the major factors that contributed to success?

- OFFICE USE ONLY -

What were the major factors that contributed to failure?

- OFFICE USE ONLY -

Instructional Activity (Enter Code Number)	Number Meeting Standard of Success	Number not Meeting Standard of Success	Report the Frequency of use for the Methods of Determining Success				
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-10	-9	-8	-7	-6	-5	-4	-3	-2	-1		+1	+2	+3	+4	+5	+6	+7	+8	+9	+10

Check one or more of the techniques listed below that were used to implement the above activity.

☐ Group Counseling Sessions
☐ Individualized Instruction
☐ Small Group Instruction (2-7)
☐ Field Trips (to supplement)
☐ Drill
☐ Tutorial Assistance
☐ Large Group Instruction (8-15)
☐ Individualized Counseling
☐ Other (specify) ____________

What were the major factors that contributed to success?

- OFFICE USE ONLY -

What were the major factors that contributed to failure?

- OFFICE USE ONLY -

GRADE LEVEL Pre K - K

ACTIVITY SHEET FOR Grade Level

Each Activity Sheet has space to describe four (4) instruction activities (use photostatic copies for more than four activities). Using the activities listed below, identify (enter code) and provide information for each activity which exists in the program at this grade level. Do not combine activities.

1. Reading
2. Mathematics
3. Language Arts
4. Cultural Enrichment
5. English
6. English - 2nd Language
7. Industrial Arts
8. Home Economics
9. Natural Sciences
10. Physical Ed./Recreation
11. Social Sciences
12. Music
13. Business Education
14. Art
15. Vocational Education
16. Speech
17. Other (specify)________________

Instructional Activity (Enter Code Number)	Number Meeting Standard of Success	Number not Meeting Standard of Success	Report the Frequency of use for the Methods of Determining Success				
			METHOD OF DETERMINING SUCCESS				
			Standardized Tests	Teacher Made Tests	Observation	Criterion-Reference Tests	Other

Please state the expected standard of success for this activity along with any standardized tests used to measure the standard.

If your standard of success stated that a certain number of students gained "X" months on a standardized test for "X" months in the program, please indicate the distribution of students who surpassed this criteria and those that did not, as well as the number who exactly met the standard.

LOSS BY MONTH										EXACTLY MET STANDARD	GAIN BY MONTH									
-10	-9	-8	-7	-6	-5	-4	-3	-2	-1		+1	+2	+3	+4	+5	+6	+7	+8	+9	+10

Check one or more of the techniques listed below that were used to implement the above activity.

☐ Individualized Instruction
☐ Tutorial Assistance
☐ Small Group Instruction (2-7)
☐ Large Group Instruction (8-15)
☐ Field Trips (to supplement)
☐ Individualized Counseling
☐ Group Counseling Sessions
☐ Drill
☐ Other (specify)________________

What were the major factors that contributed to success?

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What were the major factors that contributed to failure?

- OFFICE USE ONLY -

Instructional Activity (Enter Code Number)	Number Meeting Standard of Success	Number not Meeting Standard of Success	Report the Frequency of use for the Methods of Determining Success				
			METHOD OF DETERMINING SUCCESS				
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-10	-9	-8	-7	-6	-5	-4	-3	-2	-1		+1	+2	+3	+4	+5	+6	+7	+8	+9	+10

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☐ Large Group Instruction (8-15)
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☐ Individualized Counseling
☐ Group Counseling Sessions
☐ Drill
☐ Other (specify)________________

What were the major factors that contributed to success?

- OFFICE USE ONLY -

What were the major factors that contributed to failure?

- OFFICE USE ONLY -

GRADE LEVEL Ungraded

ACTIVITY SHEET FOR Grade Level

Each Activity Sheet has space to describe four (4) instruction activities (use photostatic copies for more than four activities). Using the activities listed below, identify (enter code) and provide information for each activity which exists in the program at this grade level. Do not combine activities.

1. Reading
2. Mathematics
3. Language Arts
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5. English
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7. Industrial Arts
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9. Natural Sciences
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11. Social Sciences
12. Music
13. Business Education
14. Art
15. Vocational Education
16. Speech
17. Other (specify)______________

Instructional Activity (Enter Code Number)	Number Meeting Standard of Success	Number not Meeting Standard of Success	Report the Frequency of use for the Methods of Determining Success				
			METHOD OF DETERMINING SUCCESS				
			Standardized Tests	Teacher Made Tests	Observation	Criterion-Reference Tests	Other

Please state the expected standard of success for this activity along with any standardized tests used to measure the standard.

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LOSS BY MONTH										EXACTLY MET STANDARD	GAIN BY MONTH									
-10	-9	-8	-7	-6	-5	-4	-3	-2	-1		+1	+2	+3	+4	+5	+6	+7	+8	+9	+10

Check one or more of the techniques listed below that were used to implement the above activity.

☐ Individualized Instruction
☐ Tutorial Assistance
☐ Small Group Instruction (2-7)
☐ Large Group Instruction (8-15)
☐ Field Trips (to supplement)
☐ Individualized Counseling
☐ Group Counseling Sessions
☐ Drill
☐ Other (specify)______________

What were the major factors that contributed to success?

- OFFICE USE ONLY -

What were the major factors that contributed to failure?

- OFFICE USE ONLY -

Instructional Activity (Enter Code Number)	Number Meeting Standard of Success	Number not Meeting Standard of Success	Report the Frequency of use for the Methods of Determining Success				
			METHOD OF DETERMINING SUCCESS				
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LOSS BY MONTH										EXACTLY MET STANDARD	GAIN BY MONTH									
-10	-9	-8	-7	-6	-5	-4	-3	-2	-1		+1	+2	+3	+4	+5	+6	+7	+8	+9	+10

Check one or more of the techniques listed below that were used to implement the above activity.

☐ Individualized Instruction
☐ Tutorial Assistance
☐ Small Group Instruction (2-7)
☐ Large Group Instruction (8-15)
☐ Field Trips (to supplement)
☐ Individualized Counseling
☐ Group Counseling Sessions
☐ Drill
☐ Other (specify)______________

What were the major factors that contributed to success?

- OFFICE USE ONLY -

What were the major factors that contributed to failure?

- OFFICE USE ONLY -

GRADE LEVEL Ungraded

ACTIVITY SHEET FOR Grade Level

This page is one of six (6) activity sheet pages. There is one page for each grade level grouping (see bold print at top of page). Cor plete the appropriate activity sheet for each grade level grouping served by your program. Be certain the correct grade level appears at the top.

UNDUPLICATED NO. OF PARTICIPANTS Males ____________ Females ____________	Number of FTE Title I Teachers ____________	Number of FTE Title I Aides ____________	Other (specify) ____________

Each Activity Sheet has space to describe four (4) instruction activities (use photostatic copies for more than four activities). Using the activities listed belo identify (enter code) and provide information for each activity which exists in the program at this grade level. Do not combine activities.

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14. Art
15. Vocational Education
16. Speech
17. Other (specify) ____________

Instructional Activity (Enter Code Number)	Number Meeting Standard of Success	Number not Meeting Standard of Success	Report the Frequency of use for the Methods of Determining Success				
			METHOD OF DETERMINING SUCCESS				
			Standardized Tests	Teacher Made Tests	Observation	Criterion-Reference Tests	Other

Please state the expected standard of success for this activity along with any standardized tests used to measure the standard.

If your standard of success stated that a certain number of students gained "X" months on a standardized test for "X" months in the program, please indicate the distribution of students who surpassed this criteria and those that did not, as well as the number who exactly met the standard.

LOSS BY MONTH										EXACTLY MET STANDARD	GAIN BY MONTH									
-10	-9	-8	-7	-6	-5	-4	-3	-2	-1		+1	+2	+3	+4	+5	+6	+7	+8	+9	+10

Check one or more of the techniques listed below that were used to implement the above activity.

☐ Individualized Instruction
☐ Tutorial Assistance
☐ Small Group Instruction (2-7)
☐ Large Group Instruction (8-15)
☐ Field Trips (to supplement)
☐ Individualized Counseling
☐ Group Counseling Sessions
☐ Drill
☐ Other (specify) ____________

What were the major factors that contributed to success?

– OFFICE USE ONLY –

What were the major factors that contributed to failure?

– OFFICE USE ONLY –

Instructional Activity (Enter Code Number)	Number Meeting Standard of Success	Number not Meeting Standard of Success	Report the Frequency of use for the Methods of Determining Success				
			METHOD OF DETERMINING SUCCESS				
			Standardized Tests	Teacher Made Tests	Observation	Criterion-Reference Tests	

Please state the expected standard of success for this activity along with any standardized tests used to measure the standard.

If your standard of success stated that a certain number of students gained "X" months on a standardized test for "X" months in the program, please indicate the distribution of students who surpassed this criteria and those that did not, as well as the number who exactly met the standard.

LOSS BY MONTH										EXACTLY MET STANDARD	GAIN BY MONTH									
-10	-9	-8	-7	-6	-5	-4	-3	-2	-1		+1	+2	+3	+4	+5	+6	+7	+8	+9	+10

Check one or more of the techniques listed below that were used to implement the above activity.

☐ Individualized Instruction
☐ Tutorial Assistance
☐ Small Group Instruction (2-7)
☐ Large Group Instruction (8-15)
☐ Field Trips (to supplement)
☐ Individualized Counseling
☐ Group Counseling Sessions
☐ Drill
☐ Other (specify) ____________

What were the major factors that contributed to success?

– OFFICE USE ONLY –

What were the major factors that contributed to failure?

– OFFICE USE ONLY –

ACTIVITY SHEET FOR Grade Level

GRADE LEVEL 1 - 3

This page is one of six (6) activity sheet pages. There is one page for each grade level grouping (see bold print at top of page). Complete the appropriate activity sheet for each grade level grouping served by your program. Be certain the correct grade level appears at the top.

UNDUPLICATED NO. OF PARTICIPANTS Males ____________ Females ____________	Number of FTE Title I Teachers ____________	Number of FTE Title I Aides ____________	Other (specify) ____________

Each Activity Sheet has space to describe four (4) instruction activities (use photostatic copies for more then four activities). Using the activities listed below, identify (enter code) and provide information for each activity which exists in the program at this grade level. Do not combine activities.

1. Reading
2. Mathematics
3. Language Arts
4. Cultural Enrichment
5. English
6. English - 2nd Language
7. Industrial Arts
8. Home Economics
9. Natural Sciences
10. Physical Ed./Recreation
11. Social Sciences
12. Music
13. Business Education
14. Art
15. Vocational Education
16. Speech
17. Other (specify) ____________

Instructional Activity (Enter Code Number)	Number Meeting Standard of Success	Number not Meeting Standard of Success	Report the Frequency of use for the Methods of Determining Success				
			METHOD OF DETERMINING SUCCESS				
			Standardized Tests	Teacher Made Tests	Observation	Criterion-Reference Tests	Other

Please state the expected standard of success for this activity along with any standardized tests used to measure the standard.

If your standard of success stated that a certain number of students gained "X" months on a standardized test for "X" months in the program, please indicate the distribution of students who surpassed this criteria and those that did not, as well as the number who exactly met the standard.

LOSS BY MONTH										EXACTLY MET STANDARD	GAIN BY MONTH									
-10	-9	-8	-7	-6	-5	-4	-3	-2	-1		+1	+2	+3	+4	+5	+6	+7	+8	+9	+10

Check one or more of the techniques listed below that were used to implement the above activity.

☐ Individualized Instruction ☐ Small Group Instruction (2-7) ☐ Field Trips (to supplement) ☐ Group Counseling Sessions

☐ Tutorial Assistance ☐ Large Group Instruction (8-15) ☐ Individualized Counseling ☐ Drill

☐ Other (specify) ____________

What were the major factors that contributed to success?

- OFFICE USE ONLY -

What were the major factors that contributed to failure?

- OFFICE USE ONLY -

Instructional Activity (Enter Code Number)	Number Meeting Standard of Success	Number not Meeting Standard of Success	Report the Frequency of use for the Methods of Determining Success				
			METHOD OF DETERMINING SUCCESS				
			Standardized Tests	Teacher Made Tests	Observation	Criterion-Reference Tests	

Please state the expected standard of success for this activity along with any standardized tests used to measure the standard.

If your standard of success stated that a certain number of students gained "X" months on a standardized test for "X" months in the program, please indicate the distribution of students who surpassed this criteria and those that did not, as well as the number who exactly met the standard.

LOSS BY MONTH										EXACTLY MET STANDARD	GAIN BY MONTH									
-10	-9	-8	-7	-6	-5	-4	-3	-2	-1		+1	+2	+3	+4	+5	+6	+7	+8	+9	+10

Check one or more of the techniques listed below that were used to implement the above activity.

☐ Individualized Instruction ☐ Small Group Instruction (2-7) ☐ Field Trips (to supplement) ☐ Group Counseling Sessions

☐ Tutorial Assistance ☐ Large Group Instruction (8-15) ☐ Individualized Counseling ☐ Drill

☐ Other (specify) ____________

What were the major factors that contributed to success?

- OFFICE USE ONLY -

What were the major factors that contributed to failure?

- OFFICE USE ONLY -

GRADE LEVEL 1 · 3

ACTIVITY SHEET FOR Grade Level

Each Activity Sheet has space to describe four (4) instruction activities (use photostatic copies for more than four activities). Using the activities listed below, identify (enter code) and provide information for each activity which exists in the program at this grade level. Do not combine activities.

1. Reading
2. Mathematics
3. Language Arts
4. Cultural Enrichment
5. English
6. English - 2nd Language
7. Industrial Arts
8. Home Economics
9. Natural Sciences
10. Physical Ed./Recreation
11. Social Sciences
12. Music
13. Business Education
14. Art
15. Vocational Education
16. Speech
17. Other (specify)__________

Instructional Activity (Enter Code Number)	Number Meeting Standard of Success	Number not Meeting Standard of Success	Report the Frequency of use for the Methods of Determining Success				
			METHOD OF DETERMINING SUCCESS				
			Standardized Tests	Teacher Made Tests	Observation	Criterion-Reference Tests	Other

Please state the expected standard of success for this activity along with any standardized tests used to measure the standard.

If your standard of success stated that a certain number of students gained "X" months on a standardized test for "X" months in the program, please indicate the distribution of students who surpassed this criteria and those that did not, as well as the number who exactly met the standard.

LOSS BY MONTH										EXACTLY MET STANDARD	GAIN BY MONTH									
-10	-9	-8	-7	-6	-5	-4	-3	-2	-1		+1	+2	+3	+4	+5	+6	+7	+8	+9	+10

Check one or more of the techniques listed below that were used to implement the above activity.

☐ Individualized Instruction
☐ Tutorial Assistance
☐ Small Group Instruction (2-7)
☐ Large Group Instruction (8-15)
☐ Field Trips (to supplement)
☐ Individualized Counseling
☐ Group Counseling Sessions
☐ Drill
☐ Other (specify)__________

What were the major factors that contributed to success?

- OFFICE USE ONLY -

What were the major factors that contributed to failure?

OFFICE USE ONLY

Instructional Activity (Enter Code Number)	Number Meeting Standard of Success	Number not Meeting Standard of Success	Report the Frequency of use for the Methods of Determining Success				
			METHOD OF DETERMINING SUCCESS				
			Standardized Tests	Teacher Made Tests	Observation	Criterion-Reference Tests	Other

Please state the expected standard of success for this activity along with any standardized tests used to measure the standard.

If your standard of success stated that a certain number of students gained "X" months on a standardized test for "X" months in the program, please indicate the distribution of students who surpassed this criteria and those that did not, as well as the number who exactly met the standard.

LOSS BY MONTH										EXACTLY MET STANDARD	GAIN BY MONTH									
-10	-9	-8	-7	-6	-5	-4	-3	-2	-1		+1	+2	+3	+4	+5	+6	+7	+8	+9	+10

Check one or more of the techniques listed below that were used to implement the above activity.

☐ Individualized Instruction
☐ Tutorial Assistance
☐ Small Group Instruction (2-7)
☐ Large Group Instruction (8-15)
☐ Field Trips (to supplement)
☐ Individualized Counseling
☐ Group Counseling Sessions
☐ Drill
☐ Other (specify)__________

What were the major factors that contributed to success?

- OFFICE USE ONLY -

What were the major factors that contributed to failure?

- OFFICE USE ONLY -

GRADE LEVEL 4 - 6

ACTIVITY SHEET FOR Grade Level

This page is one of six (6) activity sheet pages. There is one page for each grade level grouping (see bold print at top of page). Complete the appropriate activity sheet for each grade level grouping served by your program. Be certain the correct grade level appears at the top.

UNDUPLICATED NO. OF PARTICIPANTS			
Males________ Females________	Number of FTE Title I Teachers________	Number of FTE Title I Aides________	Other (specify)________

Each Activity Sheet has space to describe four (4) instruction activities (use photostatic copies for more than four activities). Using the activities listed below, identify (enter code) and provide information for each activity which exists in the program at this grade level. Do not combine activities.

1. Reading
2. Mathematics
3. Language Arts
4. Cultural Enrichment
5. English
6. English - 2nd Language
7. Industrial Arts
8. Home Economics
9. Natural Sciences
10. Physical Ed./Recreation
11. Social Sciences
12. Music
13. Business Education
14. Art
15. Vocational Education
16. Speech
17. Other (specify)________

Instructional Activity (Enter Code Number)	Number Meeting Standard of Success	Number not Meeting Standard of Success	Report the Frequency of use for the Methods of Determining Success				
			METHOD OF DETERMINING SUCCESS				
			Standardized Tests	Teacher Made Tests	Observation	Criterion-Reference Tests	Other

Please state the expected standard of success for this activity along with any standardized tests used to measure the standard.

If your standard of success stated that a certain number of students gained "X" months on a standardized test for "X" months in the program, please indicate the distribution of students who surpassed this criteria and those that did not, as well as the number who exactly met the standard.

LOSS BY MONTH										EXACTLY MET STANDARD	GAIN BY MONTH									
-10	-9	-8	-7	-6	-5	-4	-3	-2	-1		+1	+2	+3	+4	+5	+6	+7	+8	+9	+10

Check one or more of the techniques listed below that were used to implement the above activity.

☐ Individualized Instruction
☐ Tutorial Assistance
☐ Small Group Instruction (2-7)
☐ Large Group Instruction (8-15)
☐ Field Trips (to supplement)
☐ Individualized Counseling
☐ Group Counseling Sessions
☐ Drill
☐ Other (specify)________

What were the major factors that contributed to success?

- OFFICE USE ONLY -

What were the major factors that contributed to failure?

- OFFICE USE ONLY -

Instructional Activity (Enter Code Number)	Number Meeting Standard of Success	Number not Meeting Standard of Success	Report the Frequency of use for the Methods of Determining Success				
			METHOD OF DETERMINING SUCCESS				
			Standardized Tests	Teacher Made Tests	Observation	Criterion-Reference Tests	

Please state the expected standard of success for this activity along with any standardized tests used to measure the standard.

If your standard of success stated that a certain number of students gained "X" months on a standardized test for "X" months in the program, please indicate the distribution of students who surpassed this criteria and those that did not, as well as the number who exactly met the standard.

LOSS BY MONTH										EXACTLY MET STANDARD	GAIN BY MONTH									
-10	-9	-8	-7	-6	-5	-4	-3	-2	-1		+1	+2	+3	+4	+5	+6	+7	+8	+9	+10

Check one or more of the techniques listed below that were used to implement the above activity.

☐ Individualized Instruction
☐ Tutorial Assistance
☐ Small Group Instruction (2-7)
☐ Large Group Instruction (8-15)
☐ Field Trips (to supplement)
☐ Individualized Counseling
☐ Group Counseling Sessions
☐ Drill
☐ Other (specify)________

What were the major factors that contributed to success?

- OFFICE USE ONLY -

What were the major factors that contributed to failure?

- OFFICE USE ONLY -

GRADE LEVEL 4-6

ACTIVITY SHEET FOR Grade Level

Each Activity Sheet has space to describe four (4) instruction activities (use photostatic copies for more than four activities). Using the activities listed below identify (enter code) and provide information for each activity which exists in the program at this grade level. Do not combine activities.

1. Reading
2. Mathematics
3. Language Arts
4. Cultural Enrichment
5. English
6. English - 2nd Language
7. Industrial Arts
8. Home Economics
9. Natural Sciences
10. Physical Ed./Recreation
11. Social Sciences
12. Music
13. Business Education
14. Art
15. Vocational Education
16. Speech
17. Other (specify)________________

Instructional Activity (Enter Code Number)	Number Meeting Standard of Success	Number not Meeting Standard of Success	Report the Frequency of use for the Methods of Determining Succes				
			METHOD OF DETERMINING SUCCESS				
			Standardized Tests	Teacher Made Tests	Observation	Criterion-Reference Tests	Other

Please state the expected standard of success for this activity along with any standardized tests used to measure the standard.

If your standard of success stated that a certain number of students gained "X" months on a standardized test for "X" months in the program, please indicate the distribution of students who surpassed this criteria and those that did not, as well as the number who exactly met the standard.

LOSS BY MONTH										EXACTLY MET STANDARD	GAIN BY MONTH									
-10	-9	-8	-7	-6	-5	-4	-3	-2	-1		+1	+2	+3	+4	+5	+6	+7	+8	+9	+10

Check one or more of the techniques listed below that were used to implement the above activity.

☐ Individualized Instruction
☐ Tutorial Assistance
☐ Small Group Instruction (2-7)
☐ Large Group Instruction (8-15)
☐ Field Trips (to supplement)
☐ Individualized Counseling
☐ Group Counseling Sessions
☐ Drill
☐ Other (specify)________________

What were the major factors that contributed to success?

- OFFICE USE ONLY -

What were the major factors that contributed to failure?

- OFFICE USE ONLY -

Instructional Activity (Enter Code Number)	Number Meeting Standard of Success	Number not Meeting Standard of Success	Report the Frequency of use for the Methods of Determining Success				
			METHOD OF DETERMINING SUCCESS				
			Standardized Tests	Teacher Made Tests	Observation	Criterion-Reference Tests	Other

Please state the expected standard of success for this activity along with any standardized tests used to measure the standard.

If your standard of success stated that a certain number of students gained "X" months on a standardized test for "X" months in the program, please indicate the distribution of students who surpassed this criteria and those that did not, as well as the number who exactly met the standard.

LOSS BY MONTH										EXACTLY MET STANDARD	GAIN BY MONTH									
-10	-9	-8	-7	-6	-5	-4	-3	-2	-1		+1	+2	+3	+4	+5	+6	+7	+8	+9	+10

Check one or more of the techniques listed below that were used to implement the above activity.

☐ Individualized Instruction
☐ Tutorial Assistance
☐ Small Group Instruction (2-7)
☐ Large Group Instruction (8-15)
☐ Field Trips (to supplement)
☐ Individualized Counseling
☐ Group Counseling Sessions
☐ Drill
☐ Other (specify)________________

What were the major factors that contributed to success?

- OFFICE USE ONLY -

What were the major factors that contributed to failure?

- OFFICE USE ONLY -

ACTIVITY SHEET FOR Grade Level

GRADE LEVEL 7-9

This page is one of six (6) activity sheet pages. There is one page for each grade level grouping (see bold print at top of page). Complete the appropriate activity sheet for each grade level grouping served by your program. Be certain the correct grade level appears at the top.

UNDUPLICATED NO. OF PARTICIPANTS Males ________ Females ________	Number of FTE Title I Teachers ________	Number of FTE Title I Aides ________	Other (specify) ________

Each Activity Sheet has space to describe four (4) instruction activities (use photostatic copies for more than four activities). Using the activities listed below, identify (enter code) and provide information for each activity which exists in the program at this grade level. Do not combine activities.

1. Reading
2. Mathematics
3. Language Arts
4. Cultural Enrichment
5. English
6. English - 2nd Language
7. Industrial Arts
8. Home Economics
9. Natural Sciences
10. Physical Ed./Recreation
11. Social Sciences
12. Music
13. Business Education
14. Art
15. Vocational Education
16. Speech
17. Other (specify) ________

Instructional Activity (Enter Code Number)	Number Meeting Standard of Success	Number not Meeting Standard of Success	Report the Frequency of use for the Methods of Determining Success				
			METHOD OF DETERMINING SUCCESS				
			Standardized Tests	Teacher Made Tests	Observation	Criterion-Reference Tests	Other

Please state the expected standard of success for this activity along with any standardized tests used to measure the standard.

If your standard of success stated that a certain number of students gained "X" months on a standardized test for "X" months in the program, please indicate the distribution of students who surpassed this criteria and those that did not, as well as the number who exactly met the standard.

LOSS BY MONTH										EXACTLY MET STANDARD	GAIN BY MONTH									
-10	-9	-8	-7	-6	-5	-4	-3	-2	-1		+1	+2	+3	+4	+5	+6	+7	+8	+9	+10

Check one or more of the techniques listed below that were used to implement the above activity.

☐ Individualized Instruction ☐ Small Group Instruction (2-7) ☐ Field Trips (to supplement) ☐ Group Counseling Sessions

☐ Tutorial Assistance ☐ Large Group Instruction (8-15). ☐ Individualized Counseling ☐ Drill

☐ Other (specify) ________

What were the major factors that contributed to success?

- OFFICE USE ONLY -

What were the major factors that contributed to failure?

- OFFICE USE ONLY -

Instructional Activity (Enter Code Number)	Number Meeting Standard of Success	Number not Meeting Standard of Success	Report the Frequency of use for the Methods of Determining Success				
			METHOD OF DETERMINING SUCCESS				
			Standardized Tests	Teacher Made Tests	Observation	Criterion-Reference Tests	

Please state the expected standard of success for this activity along with any standardized tests used to measure the standard.

If your standard of success stated that a certain number of students gained "X" months on a standardized test for "X" months in the program, please indicate the distribution of students who surpassed this criteria and those that did not, as well as the number who exactly met the standard.

LOSS BY MONTH										EXACTLY MET STANDARD	GAIN BY MONTH									
-10	-9	-8	-7	-6	-5	-4	-3	-2	-1		+1	+2	+3	+4	+5	+6	+7	+8	+9	+10

Check one or more of the techniques listed below that were used to implement the above activity.

☐ Individualized Instruction ☐ Small Group Instruction (2-7) ☐ Field Trips (to supplement) ☐ Group Counseling Sessions

☐ Tutorial Assistance ☐ Large Group Instruction (8-15) ☐ Individualized Counseling ☐ Drill

☐ Other (specify) ________

What were the major factors that contributed to success?

- OFFICE USE ONLY -

What were the major factors that contributed to failure?

- OFFICE USE ONLY -

GRADE LEVEL 7-9

ACTIVITY SHEET FOR Grade Level

Each Activity Sheet has space to describe four (4) instruction activities (use photostatic copies for more than four activities). Using the activities listed below, identify (enter code) and provide information for each activity which exists in the program at this grade level. Do not combine activities.

1. Reading
2. Mathematics
3. Language Arts
4. Cultural Enrichment
5. English
6. English - 2nd Language
7. Industrial Arts
8. Home Economics
9. Natural Sciences
10. Physical Ed./Recreation
11. Social Sciences
12. Music
13. Business Education
14. Art
15. Vocational Education
16. Speech
17. Other (specify)____________

Instructional Activity (Enter Code Number)	Number Meeting Standard of Success	Number not Meeting Standard of Success	Report the Frequency of use for the Methods of Determining Success				
			METHOD OF DETERMINING SUCCESS				
			Standardized Tests	Teacher Made Tests	Observation	Criterion-Reference Tests	Other

Please state the expected standard of success for this activity along with any standardized tests used to measure the standard.

If your standard of success stated that a certain number of students gained "X" months on a standardized test for "X" months in the program, please indicate the distribution of students who surpassed this criteria and those that did not, as well as the number who exactly met the standard.

LOSS BY MONTH										EXACTLY MET STANDARD	GAIN BY MONTH									
-10	-9	-8	-7	-6	-5	-4	-3	-2	-1		+1	+2	+3	+4	+5	+6	+7	+8	+9	+10

Check one or more of the techniques listed below that were used to implement the above activity.

☐ Individualized Instruction
☐ Tutorial Assistance
☐ Small Group Instruction (2-7)
☐ Large Group Instruction (8-15)
☐ Field Trips (to supplement)
☐ Individualized Counseling
☐ Group Counseling Sessions
☐ Drill
☐ Other (specify)____________

What were the major factors that contributed to success?

- OFFICE USE ONLY -

What were the major factors that contributed to failure?

- OFFICE USE ONLY -

Instructional Activity (Enter Code Number)	Number Meeting Standard of Success	Number not Meeting Standard of Success	Report the Frequency of use for the Methods of Determining Success				
			METHOD OF DETERMINING SUCCESS				
			Standardized Tests	Teacher Made Tests	Observation	Criterion-Reference Tests	Other

Please state the expected standard of success for this activity along with any standardized tests used to measure the standard.

If your standard of success stated that a certain number of students gained "X" months on a standardized test for "X" months in the program, please indicate the distribution of students who surpassed this criteria and those that did not, as well as the number who exactly met the standard.

LOSS BY MONTH										EXACTLY MET STANDARD	GAIN BY MONTH									
-10	-9	-8	-7	-6	-5	-4	-3	-2	-1		+1	+2	+3	+4	+5	+6	+7	+8	+9	+10

Check one or more of the techniques listed below that were used to implement the above activity.

☐ Individualized Instruction
☐ Tutorial Assistance
☐ Small Group Instruction (2-7)
☐ Large Group Instruction (8-15)
☐ Field Trips (to supplement)
☐ Individualized Counseling
☐ Group Counseling Sessions
☐ Drill
☐ Other (specify)____________

What were the major factors that contributed to success?

- OFFICE USE ONLY -

What were the major factors that contributed to failure?

- OFFICE USE ONLY -

ACTIVITY SHEET FOR Grade Level

GRADE LEVEL 10 - 12

This page is one of six (6) activity sheet pages. There is one page for each grade level grouping (see bold print at top of page). Complete the appropriate activity sheet for each grade level grouping served by your program. Be certain the correct grade level appears at the top.

UNDUPLICATED NO. OF PARTICIPANTS Males________ Females________	Number of FTE Title I Teachers________	Number of FTE Title I Aides________	Other (specify)________

Each Activity Sheet has space to describe four (4) instruction activities (use photostatic copies for more than four activities). Using the activities listed below, identify (enter code) and provide information for each activity which exists in the program at this grade level. Do not combine activities.

1. Reading
2. Mathematics
3. Language Arts
4. Cultural Enrichment
5. English
6. English - 2nd Language
7. Industrial Arts
8. Home Economics
9. Natural Sciences
10. Physical Ed./Recreation
11. Social Sciences
12. Music
13. Business Education
14. Art
15. Vocational Education
16. Speech
17. Other (specify)________

Instructional Activity (Enter Code Number)	Number Meeting Standard of Success	Number not Meeting Standard of Success	Report the Frequency of use for the Methods of Determining Success				
			METHOD OF DETERMINING SUCCESS				
			Standardized Tests	Teacher Made Tests	Observation	Criterion-Reference Tests	Other

Please state the expected standard of success for this activity along with any standardized tests used to measure the standard.

If your standard of success stated that a certain number of students gained "X" months on a standardized test for "X" months in the program, please indicate the distribution of students who surpassed this criteria and those that did not, as well as the number who exactly met the standard.

LOSS BY MONTH										EXACTLY MET STANDARD	GAIN BY MONTH									
-10	-9	-8	-7	-6	-5	-4	-3	-2	-1		+1	+2	+3	+4	+5	+6	+7	+8	+9	+10

Check one or more of the techniques listed below that were used to implement the above activity.

☐ Individualized Instruction
☐ Tutorial Assistance
☐ Small Group Instruction (2-7)
☐ Large Group Instruction (8-15).
☐ Field Trips (to supplement)
☐ Individualized Counseling
☐ Group Counseling Sessions
☐ Drill
☐ Other (specify)________

What were the major factors that contributed to success?

- OFFICE USE ONLY -

What were the major factors that contributed to failure?

- OFFICE USE ONLY -

Instructional Activity (Enter Code Number)	Number Meeting Standard of Success	Number not Meeting Standard of Success	Report the Frequency of use for the Methods of Determining Success				
			METHOD OF DETERMINING SUCCESS				
			Standardized Tests	Teacher Made Tests	Observation	Criterion-Reference Tests	

Please state the expected standard of success for this activity along with any standardized tests used to measure the standard.

If your standard of success stated that a certain number of students gained "X" months on a standardized test for "X" months in the program, please indicate the distribution of students who surpassed this criteria and those that did not, as well as the number who exactly met the standard.

LOSS BY MONTH										EXACTLY MET STANDARD	GAIN BY MONTH									
-10	-9	-8	-7	-6	-5	-4	-3	-2	-1		+1	+2	+3	+4	+5	+6	+7	+8	+9	+10

Check one or more of the techniques listed below that were used to implement the above activity.

☐ Individualized Instruction
☐ Tutorial Assistance
☐ Small Group Instruction (2-7)
☐ Large Group Instruction (8-15)
☐ Field Trips (to supplement)
☐ Individualized Counseling
☐ Group Counseling Sessions
☐ Drill
☐ Other (specify)________

What were the major factors that contributed to success?

- OFFICE USE ONLY -

What were the major factors that contributed to failure?

- OFFICE USE ONLY -

GRADE LEVEL 10 - 12

ACTIVITY SHEET FOR Grade Level

Each Activity Sheet has space to describe four (4) instruction activities (use photostatic copies for more than four activities). Using the activities listed below, identify (enter code) and provide information for each activity which exists in the program at this grade level. Do not combine activities.

1. Reading
2. Mathematics
3. Language Arts
4. Cultural Enrichment
5. English
6. English - 2nd Language
7. Industrial Arts
8. Home Economics
9. Natural Sciences
10. Physical Ed./Recreation
11. Social Sciences
12. Music
13. Business Education
14. Art
15. Vocational Education
16. Speech
17. Other (specify)________________

Instructional Activity (Enter Code Number)	Number Meeting Standard of Success	Number not Meeting Standard of Success	Report the Frequency of use for the Methods of Determining Success				
			METHOD OF DETERMINING SUCCESS				
			Standardized Tests	Teacher Made Tests	Observation	Criterion-Reference Tests	Other

Please state the expected standard of success for this activity along with any standardized tests used to measure the standard.

If your standard of success stated that a certain number of students gained "X" months on a standardized test for "X" months in the program, please indicate the distribution of students who surpassed this criteria and those that did not, as well as the number who exactly met the standard.

LOSS BY MONTH										EXACTLY MET STANDARD	GAIN BY MONTH									
-10	-9	-8	-7	-6	-5	-4	-3	-2	-1		+1	+2	+3	+4	+5	+6	+7	+8	+9	+10

Check one or more of the techniques listed below that were used to implement the above activity.

☐ Individualized Instruction
☐ Tutorial Assistance
☐ Small Group Instruction (2-7)
☐ Large Group Instruction (8-15)
☐ Field Trips (to supplement)
☐ Individualized Counseling
☐ Group Counseling Sessions
☐ Drill
☐ Other (specify)________________

What were the major factors that contributed to success?

- OFFICE USE ONLY -

What were the major factors that contributed to failure?

- OFFICE USE ONLY -

Instructional Activity (Enter Code Number)	Number Meeting Standard of Success	Number not Meeting Standard of Success	Report the Frequency of use for the Methods of Determining Success				
			METHOD OF DETERMINING SUCCESS				
			Standardized Tests	Teacher Made Tests	Observation	Criterion-Reference Tests	Other

Please state the expected standard of success for this activity along with any standardized tests used to measure the standard.

If your standard of success stated that a certain number of students gained "X" months on a standardized test for "X" months in the program, please indicate the distribution of students who surpassed this criteria and those that did not, as well as the number who exactly met the standard.

LOSS BY MONTH										EXACTLY MET STANDARD	GAIN BY MONTH									
-10	-9	-8	-7	-6	-5	-4	-3	-2	-1		+1	+2	+3	+4	+5	+6	+7	+8	+9	+10

Check one or more of the techniques listed below that were used to implement the above activity.

☐ Individualized Instruction
☐ Tutorial Assistance
☐ Small Group Instruction (2-7)
☐ Large Group Instruction (8-15)
☐ Field Trips (to supplement)
☐ Individualized Counseling
☐ Group Counseling Sessions
☐ Drill
☐ Other (specify)________________

What were the major factors that contributed to success?

- OFFICE USE ONLY -

What were the major factors that contributed to failure?

- OFFICE USE ONLY -

APPENDIX B

1974-75 TITLE I VISITATIONS

Date	School District	County
Oct 1-2	Marion #2	Williamson
Oct 8-9	Harlem #122	Winnebago
Oct 16-17	Joliet #86	Will
Oct 22-23	Zion #16	Lake
Oct 29-30	Danville #118	Vermilion
Nov 13-14	Evanston #65	Cook
Nov 19-20	Rock Island #41	Rock Island
Dec 3-4	Egyptian #5	Alexander
Dec 10-11	Century #100	Pulaski
Dec 17-18	---	
Jan 7-8	---	
Jan 14-15	Herrin #4	Williamson
Jan 21-22	Harrisburg #2	Saline
Jan 28-29	Harvey #152	Cook
Feb 4-5	West Frankfort #168	Franklin
Feb 18-19	Posen-Robbins #1431/2	Cook
Feb 25-26	Mt. Vernon #80	Jefferson
Mar 4-5	Alton #1	Madison
Mar 11-12	Bloomington Twp. H.S. #206	Cook
Mar 18-19	Lawrence Co. #20	Lawrence
Mar 25-26	---	
Apr 2-3	Galesburg #205	Knox
Apr 8-9	Freeport #145	Stephenson
Apr 15-16	Marshall #20	Clark
Apr 22-23	Quincy #172	Adams
Apr 29-30	Bloomington #87	McLean
May 6-7	East Richland #1	Richland
Jul 1-2	Cicero	Cook

In addition to the above, the Title I project of the Southern Correctional Region at Pere Marquette was also visited.

GRADE Pre-K-K READING

NO. OF STUDENTS EXACTLY MEETING, SURPASSING, AND NOT MEETING LEA'S STANDARDS BY CRITERIA OF SUCCESS

LEA Criteria of Success	Exactly Met Standard	1 Month	2 Months	3 Months	4 Months	5 Months	6 Months	7 Months	8 Months	9 Months	10 Months
1-6 Month Gain	16	+8 -2	+2	+12	+2	+1	+2	+1	+1	+2	+1
7-12 Month Gain	3	+2	+9	-1							
1.1 to 1 Year											
5 Month Gain	5										
1 Month for Every Month in Program	1		+1		-1	+1		+1		+3	+13
Each Child Progresses at his/her own level											
Increase each student's ability											
Raise student to his/her expectancy level											
None Reported					+9	+1					
Other	69	+4 -2	+37 -13	+16 -1	+9 -2	+1 -3	+3		+4		+1 -2

GRADE 1-3 READING

NO. OF STUDENTS EXACTLY MEETING, SURPASSING, AND
NOT MEETING LEA'S STANDARDS BY CRITERIA OF SUCCESS

LEA Criteria of Success	Exactly Met Standard	1 Month	2 Months	3 Months	4 Months	5 Months	6 Months	7 Months	8 Months	9 Months	10 Months
		+267	+299	+298	+296	+257	+258	+192	+186	+173	+803
1-6 Month Gain	16	-223	-181	-139	-119	-88	-55	-21	-14	-15	-39
		+346	+329	+270	+248	+206	+202	+160	+139	+124	+676
7-12 Month Gain	3		-306	-238	-212	-125	-104	- 67	-25	-32	-44
1.1 to 1 Year		+82	+103	+76	+58	+69	+57	+36	+36	+38	+115
5 Month Gain	5		-51	-64	-45	-40	-15	-37	-16	-20	-124
1 Month for Every		+293	+301	+289	+265	+252	+258	+198	+172	+127	+717
Month in Program	1		-191	-156	-113	-94	-50	-48	-28	-19	-25
Each Child					+1	+4		+6	+5		+2
Progresses at his/								-1			
her own level											
Increase each											
student's ability					+1	+1	+6		+3		
Raise student to		+4	+1	+3	+4	+7		+1			+10
his/her expectancy			-2	-1	-4		-1		-1		
level											
		+36	+32	+23	+20	+16	+14	+15	+8	+8	+30
None Reported		-22	-16	-21	-14	-14	-12	-3	-4	-3	-5
		+91	+133	+121	+73	+45	+37	+40	+41	+33	+254
Other	69		-60	-40	-39	-45	-22	-18	-6	-12	-15

GRADE 4-6 READING
NO. OF STUDENTS EXACTLY MEETING, SURPASSING, AND NOT MEETING LEA'S STANDARDS BY CRITERIA OF SUCCESS

LEA Criteria of Success	Exactly Met Standard	1 Month	2 Months	3 Months	4 Months	5 Months	6 Months	7 Months	8 Months	9 Months	10 Months
		+168	+171	+177	+145	+166	+162	+103	+108	+129	+738
1-6 Month Gain	516	-187	-129	-107	-97	-82	-50	-30	-16	-16	-44
		+206	+231	+208	+162	+155	+135	+118	+109	+116	+789
7-12 Month Gain	746	-213	-164	-163	-154	-132	-105	-63	-42	-41	-124
1.1 to 1 Year		+47	+48	+46	+40	+28	+25	+17	+22	+22	+104
5 Month Gain	197	-25	-33	-31	-26	-20	-27	-19	-19	-10	-55
1 Month for Every		+146	+118	+106	+106	+103	+104	+91	+71	+58	+368
Month in Program	215	-116	-110	-82	-83	-67	-52	-36	-31	-25	-58
Each Child				+3	+1		+1	+6			+1
Progresses at his/	7		-1	-1	-1	-5	-1	-1		-1	-3
her own level											
Increase each											
student's ability											
Raise student to		+5	+2	+2	+1	+3		+1			+5
his/her expectancy	10	-1	-4	-13	-6	-3	-1	-2	-1	-3	-8
level											
		+29	+22	+14	+16	+11	+11	+8	+13	+10	+51
None Reported	102	-24	-16	-16	-22	-26	-28	-46	-64	-20	-109
		+53	+44	+54	+47	+25	+32	+30	+23	+21	+156
Other	200	-50	-19	-37	-46	-27	-21	-20	-8	-6	-17

GRADE 7-9 READING

NO. OF STUDENTS EXACTLY MEETING, SURPASSING, AND NOT MEETING LEA'S STANDARDS BY CRITERIA OF SUCCESS

LEA Criteria of Success	Exactly Met Standard	1 Month	2 Months	3 Months	4 Months	5 Months	6 Months	7 Months	8 Months	9 Months	10 Months
		+73	+59	+56	+48	+52	+51	+48	+27	+33	+351
1-6 Month Gain	238	-87	-61	-70	-55	-80	-26	-20	-22	-18	-102
		+118	+126	+107	+80	+54	+60	+55	+49	+41	+360
7-12 Month Gain	499	-111	-83	-67	-72	-19	-44	-48	-41	-21	-116
1.1 to 1 Year		+19	+22	+11	+24	+22	+17	+12	+10	+12	+94
5 Month Gain	54	-29	-17	-22	-25	-22	-21	-19	-17	-14	
1 Month for Every		+38	+31	+29	+32	+29	+30	+34	+23	+41	+249
Month in Program	99	-31	-36	-28	-25		-19	-8	-25	-25	-58
Each Child		+2	+7	+3	+5	+2	+7	+2	+8	+5	+3
Progresses at his/ her own level	38	-13	-6	-4	-5	-3	-2				
Increase each student's ability								-1			
Raise student to		+3					+3				
his/her expectancy level	8	-6	-7	-4	-2		-1			-3	-8
		+20	+12	+11	+13	+6	+22	+4	+10	+12	+29
None Reported	130	-6	-4	-7	-2	-5	-3	-1	-4		-7
		+56	+50	+63	+40	+30	+28	+23	+46	+24	+122
Other	154	-22	-41	-60	-30	-43	-31	-17	-8	-7	-41

GRADE 10-12 READING
NO. OF STUDENTS EXACTLY MEETING, SURPASSING, AND NOT MEETING LEA'S STANDARDS BY CRITERIA OF SUCCESS

LEA Criteria of Success	Exactly Met Standard	1 Month	2 Months	3 Months	4 Months	5 Months	6 Months	7 Months	8 Months	9 Months	10 Months
		+13	+16	+13	+10	+10	+4	+9	+8	+13	+47
1-6 Month Gain	52	-26	-27	-16	-7	-11	-9	-8	-2	-5	-23
		+15	+8	+6	+14	+8	+6	+9	+6	+7	+92
7-12 Month Gain	73	-14	-26	-13	-6	-18	-5	-8	-3		-116
1.1 to 1 Year		+4	+5	+4	+5		+1	+2		+7	+19
5 Month Gain	20	-2	-5	-3	-3	-3	-5	-1	-1	-11	-111
1 Month for Every		+4	+3	+7	+1	+4	+1		+3	+2	+24
Month in Program	9	-1		-2	-2			-2			-40
Each Child Progresses at his/her own level											
Increase each student's ability											
Raise student to his/her expectancy level											
	3	+1	+2	+1	+2						+2
None Reported				-2	-1			-3		-2	
		+7	+3	+5	+3	+4	+8	+10	+1	+2	+15
Other	24	-3	-3	-2	-1	-1	-31			-3	-1

GRADE Ungraded READING

NO. OF STUDENTS EXACTLY MEETING, SURPASSING, AND NOT MEETING LEA'S STANDARDS BY CRITERIA OF SUCCESS

LEA Criteria of Success	Exactly Met Standard	1 Month	2 Months	3 Months	4 Months	5 Months	6 Months	7 Months	8 Months	9 Months	10 Months
				+1	+5	+1					+2
1-6 Month Gain	53	-2	-4	-1	-1	-2	-6		-5		
		+15	+10	+7	+9	+2	+4	+1	+15	+2	+13
7-12 Month Gain	37	-8	-12	-6	-5	-1					
1.1 to 1 Year		+4	+2								
5 Month Gain	2	-3	-1		-2	-1					
1 Month for Every		+1	+3	+1	+1			+2	+1	+1	+1
Month in Program	1	-2		-1							
Each Child		+7	+1	+1							
Progresses at his/	20	-9									
her own level											
Increase each											
student's ability				-1				-1			
Raise student to											
his/her expectancy											
level											
None Reported											
		+1	+1				+3				+2
Other	24		-1	-2	-4			-1			-1

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NUMBER OF STUDENTS MEETING AND NOT MEETING THE LEA'S STANDARDS OF SUCCESS BY ACTIVITY (SUMMER TERM)

Table 1

ACTIVITIES FOR SUMMER TERM

GRADE LEVEL PREK - K

	STANDARD OF SUCCESS	
ACTIVITY	NUMBER MEETING STANDARD OF SUCCESS	NUMBER NOT MEETING STANDARD OF SUCCESS
READING	305	146
MATHEMATICS	355	127
LANGUAGE ARTS	169	70
CULTURAL ENRICHMENT	137	8
ENGLISH	3	4
ENGLISH-2ND LANG.	26	
INDUSTRIAL ARTS		
HOME ECONOMICS		
NATURAL SCIENCES	17	
PHY. ED./RECREATION	97	7
SOCIAL SCIENCES	10	
MUSIC		
BUSINESS EDUCATION		
ART	85	16
VOCATIONAL ED.	5	3
SPEECH	27	
MIXED	540	131
NO ACTIVITY		

LEA'S METHODS OF DETERMINING SUCCESS BY ACTIVITY (SUMMER TERM)

Table 2

GRADE LEVEL PREK - K

ACTIVITIES FOR SUMMER TERM

METHOD OF DETERMINING SUCCESS

ACTIVITY	STANDARDIZED TESTS	TEACHER MADE TESTS	OBSERVATION	CRITERION-REF. TESTS	OTHER
READING	16	57	103	13	5
MATHEMATICS	13	31	46	10	3
LANGUAGE ARTS	6	1	4		
CULTURAL ENRICHMENT			6		1
ENGLISH	1				
ENGLISH-2ND LANG.	2		1		
INDUSTRIAL ARTS					
HOME ECONOMICS					
NATURAL SCIENCES	2	7	25	5	
PHY. ED./RECREATION		3	26		7
SOCIAL SCIENCES		5	24	5	
MUSIC					
BUSINESS EDUCATION					
ART		2	2		
VOCATIONAL ED.			1		
SPEECH		1	2		
OTHER	7	15	12	2	2
NO ACTIVITY					

Table 3

LEA'S EXPECTED STANDARDS OF SUCCESS
BY ACTIVITY (SUMMER TERM)

GRADE LEVEL PREK - K

ACTIVITIES FOR SUMMER TERM

ACTIVITY	EXPECTED STANDARD OF SUCCESS 1-6 MO. GAIN	7-12 MO. GAIN	1-1.5 MO. GAIN	1 MONTH	CHILD PROGRESS	STUDENT ABILITY	STUDENT LEVEL	NONE REPORT	OTHER
READING	4							1	21
MATHEMATICS	4				1			1	15
LANGUAGE ARTS	1								5
CULTURAL ENRICHMENT									5
ENGLISH	1								
ENGLISH-2ND LANG.	1								
INDUSTRIAL ARTS									
HOME ECONOMICS									
NATURAL SCIENCES									1
PHY. ED./RECREATION									5
SOCIAL SCIENCES									1
MUSIC									
BUSINESS EDUCATION									
ART									4
VOCATIONAL ED.									1
SPEECH									2
OTHER	2							1	11
NO ACTIVITY									

Table 4

GRADE LEVEL PREK - K

NUMBER OF MONTHS BY WHICH TITLE I STUDENTS DID NOT MEET AND THE NUMBER THAT EXACTLY MET THE LEA'S STANDARDS OF SUCCESS BY ACTIVITY (SUMMER TERM)

ACTIVITIES FOR SUMMER TERM

	LOSS BY MONTH										
ACTIVITY	-10	-9	-8	-7	-6	-5	-4	-3	-2	-1	EXACTLY MET
READING	6	6	3		4	4	6	13	12	25	31
MATHEMATICS					2	3	6	5	10	11	25
LANGUAGE ARTS									2	2	6
CULTURAL ENRICHMENT											1
ENGLISH											
ENGLISH-2ND LANG.											17
INDUSTRIAL ARTS											
HOME ECONOMICS											
NATURAL SCIENCES											
PHY. ED./RECREATION											
SOCIAL SCIENCES											
MUSIC											
BUSINESS EDUCATION											
ART											
VOCATIONAL ED.											
SPEECH											
OTHER	1				2	1		4			11
NO ACTIVITY											

NUMBER OF MONTHS BY WHICH STUDENTS SURPASSED THE LEA'S STANDARDS OF SUCCESS BY ACTIVITY (SUMMER TERM)

Table 5

ACTIVITIES FOR SUMMER TERM

GRADE LEVEL PREK - K

	GAIN BY MONTH									
ACTIVITY	+1	+2	+3	+4	+5	+6	+7	+8	+9	+10
READING	13	15	8	13	4	6	4	4	1	6
MATHEMATICS	9	5	9	7	6	3	5	3		1
LANGUAGE ARTS		3	4	2			1			
CULTURAL ENRICHMENT										
ENGLISH	1									
ENGLISH-2ND LANG.	9	3	2							
INDUSTRIAL ARTS										
HOME ECONOMICS										
NATURAL SCIENCES			1	4	1				1	
PHY. ED./RECREATION										
SOCIAL SCIENCES										
MUSIC										
BUSINESS EDUCATION										
ART										
VOCATIONAL ED.										
SPEECH										
OTHER	4	1		1	2	2	4	1	3	9
NO ACTIVITY										

TECHNIQUES USED TO IMPLEMENT TITLE I ACTIVITIES (SUMMER TERM)

Table 6

GRADE LEVEL PREK - K

ACTIVITIES FOR SUMMER TERM

	TECHNIQUES USED								
ACTIVITY	IND. INSTRUC.	TUTOR ASSIST.	SMALL GR INSTUCT.	LARGE GR INSTUCT.	FIELD TRIPS	INDIV. COUNSEL	GROUP COUNSEL	DRILL	OTHER
READING	29	10	26	6	11	8	4	20	2
MATHEMATICS	20	9	20	4	6	7	2	14	
LANGUAGE ARTS	6	3	5	3	3	3	1	4	
CULTURAL ENRICHMENT	4	2	5	3	4	3	2		1
ENGLISH	1		1		1	1	1	1	
ENGLISH-2ND LANG.	1	1	1	1	1				
INDUSTRIAL ARTS									
HOME ECONOMICS									
NATURAL SCIENCES	2	1	2	2	2	1	2	1	1
PHY. ED./RECREATION	4	2	5	4	2	3	2	3	
SOCIAL SCIENCES	1	1	1	1		1		1	
MUSIC									
BUSINESS EDUCATION									
ART	3		4	1	3	2		1	
VOCATIONAL ED.			1		1				
SPEECH	2	2	1	1	2	1		1	
OTHER	13	5	12	6	9	5	3	4	
NO ACTIVITY									

MAJOR FACTORS CONTRIBUTING TO SUCCESS
BY ACTIVITY (SUMMER TERM)

Table 7

ACTIVITIES FOR SUMMER TERM

GRADE LEVEL PREK - K

ACTIVITY	MAJOR FACTORS CONTRIBUTING TO SUCCESS EARLY IDENTIF.	MATERIAL & EQUIP.	INDIV. INSTUCT.	POSITIVE ATTITUDE	SELF MOTIVATED	PARENTAL HELP	SMALL GR INST.	TEACHER & AIDES	OTHER
READING		7	16	3		4	18	4	4
MATHEMATICS		8	10	2		3	16	4	2
LANGUAGE ARTS		3		1		1	4	1	3
CULTURAL ENRICHMENT			1	1		1	1		3
ENGLISH		1				1	1	1	
ENGLISH-2ND LANG.						1	1		
INDUSTRIAL ARTS									
HOME ECONOMICS									
NATURAL SCIENCES							1		1
PHY. ED./RECREATION		1	3				3	2	1
SOCIAL SCIENCES							1		1
MUSIC									
BUSINESS EDUCATION									
ART		2	1		1		1	1	1
VOCATIONAL ED.									1
SPEECH								1	1
OTHER		4	8	1	2	2	6	5	3
NO ACTIVITY									

MAJOR FACTORS CONTRIBUTING TO FAILURE
BY ACTIVITY (SUMMER TERM)

Table 8

ACTIVITIES FOR SUMMER TERM

GRADE LEVEL PREK - K

	MAJOR FACTORS CONTRIBUTING TO FAILURE								
ACTIVITY	LACK OF MOTIVATION	IRREG. ATTEND.	DEFICIENT IN SKILLS	POOR ATTITUDE	EMOTION PROBLEMS	LACK PAR. INTEREST	TIME LIMITS	LOW INTELL.	OTHER
READING	2	12	1	2	5	2	1	9	3
MATHEMATICS	1	9		1	3	1	1	6	2
LANGUAGE ARTS	1	3		1	2				1
CULTURAL ENRICHMENT		3				2			
ENGLISH					1				
ENGLISH-2ND LANG.									
INDUSTRIAL ARTS									
HOME ECONOMICS									
NATURAL SCIENCES									
PHY. ED./RECREATION		1							3
SOCIAL SCIENCES									
MUSIC									
BUSINESS EDUCATION									
ART	1	1							1
VOCATIONAL ED.									
SPEECH		1							
OTHER	2	8		2	6	1	2	3	2
NO ACTIVITY									

Table 9

NUMBER OF STUDENTS MEETING AND NOT MEETING THE LEA'S STANDARDS OF SUCCESS BY ACTIVITY (SUMMER TERM)

GRADE LEVEL 1 - 3

ACTIVITIES FOR SUMMER TERM

ACTIVITY	STANDARD OF SUCCESS NUMBER MEETING STANDARD OF SUCCESS	NUMBER NOT MEETING STANDARD OF SUCCESS
READING	3,446	1,187
MATHEMATICS	2,229	783
LANGUAGE ARTS	724	216
CULTURAL ENRICHMENT	449	2
ENGLISH	28	6
ENGLISH-2ND LANG.		
INDUSTRIAL ARTS		
HOME ECONOMICS		
NATURAL SCIENCES	186	27
PHY. ED./RECREATION	398	53
SOCIAL SCIENCES	64	12
MUSIC		
BUSINESS EDUCATION		
ART	338	15
VOCATIONAL ED.	53	
SPEECH	127	
OTHER	523	51
NO ACTIVITY		

METHODS OF DETERMINING SUCCESS
BY GRADE LEVEL (SUMMER TERM)

Table 10

GRADE LEVEL 1 - 3

ACTIVITIES FOR SUMMER TERM

ACTIVITY	METHOD OF DETERMINING SUCCESS STANDARDIZED TESTS	TEACHER MADE TESTS	OBSERVATION	CRITERION-REF. TESTS	OTHER
READING	142	68	182	16	15
MATHEMATICS	90	93	131	16	7
LANGUAGE ARTS	18	21	105	15	3
CULTURAL ENRICHMENT			7		1
ENGLISH	2				
ENGLISH-2ND LANG.					
INDUSTRIAL ARTS					
HOME ECONOMICS					
NATURAL SCIENCES	2	8	26	5	1
PHY. ED./RECREATION	9	19	65	4	2
SOCIAL SCIENCES			29		
MUSIC					
BUSINESS EDUCATION					
ART		2	20		14
VOCATIONAL ED.			1		
SPEECH	1	1	3		
OTHER	5	7	10	1	5
NO ACTIVITY					

Table 11

LEA'S EXPECTED STANDARDS OF SUCCESS BY GRADE LEVEL (SUMMER TERM)

GRADE LEVEL 1-3

ACTIVITIES FOR SUMMER TERM

	EXPECTED STANDARD OF SUCCESS								
ACTIVITY	1-6 MO. GAIN	7-12 MO. GAIN	1-1.5 MO. GAIN	1 MONTH	CHILD PROGRESS	STUDENT ABILITY	STUDENT LEVEL	NONE REPORT	OTHER
READING	39	4	3	7	1			6	44
MATHEMATICS	31	1	1	5				3	25
LANGUAGE ARTS	3	1		1					11
CULTURAL ENRICHMENT				1					4
ENGLISH	1								
ENGLISH-2ND LANG.									
INDUSTRIAL ARTS									
HOME ECONOMICS									
NATURAL SCIENCES	1								3
PHY. ED./RECREATION	1								9
SOCIAL SCIENCES									2
MUSIC									
BUSINESS EDUCATION									
ART									7
VOCATIONAL ED.									1
SPEECH									3
OTHER									14
NO ACTIVITY									

Table 12

GRADE LEVEL 1 - 3

NUMBER OF MONTHS BY WHICH TITLE I STUDENTS DID NOT MEET AND THE NUMBER THAT EXACTLY MET THE LEA'S STANDARDS OF SUCCESS BY ACTIVITY (SUMMER TERM)

ACTIVITIES FOR SUMMER TERM

	LOSS BY MONTH										
ACTIVITY	-10	-9	-8	-7	-6	-5	-4	-3	-2	-1	EXACTLY MET
READING	23	10	21	17	21	49	75	82	118	183	297
MATHEMATICS	25	9	11	20	21	32	22	69	53	58	103
LANGUAGE ARTS				1				2	3	9	12
CULTURAL ENRICHMENT											14
ENGLISH											
ENGLISH-2ND LANG.											
INDUSTRIAL ARTS											
HOME ECONOMICS											
NATURAL SCIENCES											
PHY. ED./RECREATION											63
SOCIAL SCIENCES											
MUSIC											
BUSINESS EDUCATION											
ART											
VOCATIONAL ED.											
SPEECH											
OTHER				1		1	2	3	1	6	63
NO ACTIVITY											

NUMBER OF MONTHS BY WHICH STUDENTS SURPASSED
LEA'S STANDARDS OF SUCCESS BY ACTIVITY (SUMMER TERM)

Table 13

ACTIVITIES FOR SUMMER TERM

GRADE LEVEL 1 - 3

	GAIN BY MONTH									
ACTIVITY	+1	+2	+3	+4	+5	+6	+7	+8	+9	+10
READING	157	153	111	110	84	76	66	32	38	112
MATHEMATICS	57	73	75	57	64	31	32	32	23	104
LANGUAGE ARTS	3	11	10	7	3	4	2	1	3	9
CULTURAL ENRICHMENT										
ENGLISH										
ENGLISH-2ND LANG.										
INDUSTRIAL ARTS										
HOME ECONOMICS										
NATURAL SCIENCES										
PHY. ED./RECREATION										
SOCIAL SCIENCES										
MUSIC										
BUSINESS EDUCATION										
ART										
VOCATIONAL ED.										
SPEECH										
OTHER	2	1	1							
NO ACTIVITY										

TECHNIQUES USED TO IMPLEMENT TITLE I
ACTIVITIES (SUMMER TERM)

Table 14

ACTIVITIES FOR SUMMER TERM

GRADE LEVEL 1 - 3

	TECHNIQUES USED								
ACTIVITY	IND. INSTRUC.	TUTOR ASSIST.	SMALL GR INSTUCT.	LARGE GR INSTUCT.	FIELD TRIPS	INDIV. COUNSEL	GROUP COUNSEL	DRILL	OTHER
READING	101	37	100	26	39	32	8	64	7
MATHEMATICS	65	27	63	15	22	17	5	69	5
LANGUAGE ARTS	16	6	16	7	12	6	5	10	
CULTURAL ENRICHMENT	2	2	3	3	4	1	1		1
ENGLISH	1	1	1						
ENGLISH-2ND LANG.									
INDUSTRIAL ARTS									
HOME ECONOMICS									
NATURAL SCIENCES	4	2	4	3	4	1	2	2	2
PHY. ED./RECREATION	9	3	10	8	2	3	2	7	2
SOCIAL SCIENCES	2	1	2	2	2	2	2	1	1
MUSIC									
BUSINESS EDUCATION									
ART	4		6	4	3	2			2
VOCATIONAL ED.					1	1	1		
SPEECH	3	2	1	1	1	1		1	
OTHER	10	2	10	2	8	5	2	6	
NO ACTIVITY									

MAJOR FACTORS CONTRIBUTING TO SUCCESS
BY ACTIVITY (SUMMER TERM)

Table 15

ACTIVITIES FOR SUMMER TERM

GRADE LEVEL 1 - 3

MAJOR FACTORS CONTRIBUTING TO SUCCESS

ACTIVITY	EARLY IDENTIF.	MATERIAL & EQUIP.	INDIV. INSTUCT.	POSITIVE ATTITUDE	SELF MOTIVATED	PARENTAL HELP	SMALL GR INST.	TEACHER & AIDES	OTHER
READING		40	61	9	10	10	55	24	13
MATHEMATICS		25	41	7	7	4	50	12	14
LANGUAGE ARTS		9	10	2		2	6	2	7
CULTURAL ENRICHMENT		1	1	1		1	2		1
ENGLISH							1		
ENGLISH-2ND LANG.									
INDUSTRIAL ARTS									
HOME ECONOMICS									
NATURAL SCIENCES		1	2		1		2	1	1
PHY. ED./RECREATION		2	3	1	4		4	2	2
SOCIAL SCIENCES							1		2
MUSIC									
BUSINESS EDUCATION									
ART		3	1		1		4	1	2
VOCATIONAL ED.									1
SPEECH			2				1		1
OTHER		2	5		1	1	5	5	4
NO ACTIVITY									

MAJOR FACTORS CONTRIBUTING TO FAILURE
BY ACTIVITY (SUMMER TERM)

Table 16

ACTIVITIES FOR SUMMER TERM

GRADE LEVEL 1 - 3

MAJOR FACTORS CONTRIBUTING TO FAILURE

ACTIVITY	LACK OF MOTIVATION	IRREG. ATTEND.	DEFICIENT IN SKILLS	POOR ATTITUDE	EMOTION PROBLEMS	LACK PAR. INTEREST	TIME LIMITS	LOW INTELL.	OTHER
READING	17	62	2	16	5	10	5	17	17
MATHEMATICS	10	18	2	7	4	7	1	11	13
LANGUAGE ARTS		5	3	2	1	3	1	2	3
CULTURAL ENRICHMENT		2							
ENGLISH		1							
ENGLISH-2ND LANG.									
INDUSTRIAL ARTS									
HOME ECONOMICS									
NATURAL SCIENCES		2					1	1	1
PHY. ED./RECREATION	1	3		1					1
SOCIAL SCIENCES					1				
MUSIC									
BUSINESS EDUCATION									
ART	2	2		1			1	1	1
VOCATIONAL ED.									1
SPEECH									
OTHER	2	8		3	2	1			1
NO ACTIVITY									

Table 17

GRADE LEVEL 4 - 6

NUMBER OF STUDENTS MEETING AND NOT MEETING THE LEA'S STANDARDS OF SUCCESS BY ACTIVITY (SUMMER TERM)

ACTIVITIES FOR SUMMER TERM

ACTIVITY	STANDARD OF SUCCESS NUMBER MEETING STANDARD OF SUCCESS	NUMBER NOT MEETING STANDARD OF SUCCESS
READING	2,176	757
MATHEMATICS	1,612	527
LANGUAGE ARTS	195	18
CULTURAL ENRICHMENT	202	
ENGLISH	37	25
ENGLISH-2ND LANG.		
INDUSTRIAL ARTS	21	
HOME ECONOMICS		
NATURAL SCIENCES	66	8
PHY. ED./RECREATION	340	29
SOCIAL SCIENCES	21	18
MUSIC	7	
BUSINESS EDUCATION		
ART	322	17
VOCATIONAL ED.		
SPEECH	38	8
OTHER	214	30
NO ACTIVITY		

Table 18

METHODS OF DETERMINING SUCCESS
BY ACTIVITY (SUMMER TERM)

GRADE LEVEL 4 - 6

ACTIVITIES FOR SUMMER TERM

ACTIVITY	METHOD OF DETERMINING SUCCESS STANDARDIZED TESTS	TEACHER MADE TESTS	OBSERVATION	CRITERION-REF. TESTS	OTHER
READING	127	86	147	20	14
MATHEMATICS	78	108	99	13	13
LANGUAGE ARTS	15	22	64	13	1
CULTURAL ENRICHMENT		3	2		1
ENGLISH	2				
ENGLISH-2ND LANG.					
INDUSTRIAL ARTS			1		1
HOME ECONOMICS					
NATURAL SCIENCES		5			
PHY. ED./RECREATION	4	9	35		7
SOCIAL SCIENCES			5		
MUSIC			1		
BUSINESS EDUCATION					
ART		2	29		7
VOCATIONAL ED.					
SPEECH			1		
OTHER		6	6		1
NO ACTIVITY					

LEA'S EXPECTED STANDARDS OF SUCCESS
BY ACTIVITY (SUMMER TERM)

Table 19

ACTIVITIES FOR SUMMER TERM

GRADE LEVEL 4 - 6

ACTIVITY	1-6 MO. GAIN	7-12 MO. GAIN	1-1.5 MO. GAIN	1 MONTH	CHILD PROGRESS	STUDENT ABILITY	STUDENT LEVEL	NONE REPORT	OTHER
	EXPECTED STANDARD OF SUCCESS								
READING	35	4	4	6				5	40
MATHEMATICS	26	2	2	5	1			2	31
LANGUAGE ARTS	2	1						1	5
CULTURAL ENRICHMENT									4
ENGLISH									
ENGLISH-2ND LANG.									
INDUSTRIAL ARTS									1
HOME ECONOMICS									
NATURAL SCIENCES									2
PHY. ED./RECREATION									13
SOCIAL SCIENCES									1
MUSIC									1
BUSINESS EDUCATION									
ART									9
VOCATIONAL ED.									
SPEECH									1
OTHER			1						7
NO ACTIVITY									

Table 20

GRADE LEVEL 4 - 6

NUMBER OF MONTHS BY WHICH STUDENTS DID NOT MEET AND THE NUMBER EXACTLY MEETING THE LEA'S STANDARDS OF SUCCESS BY ACTIVITY (SUMMER TERM)

ACTIVITIES FOR SUMMER TERM

	LOSS BY MONTH										
ACTIVITY	-10	-9	-8	-7	-6	-5	-4	-3	-2	-1	EXACTLY MET
READING	71	16	18	26	27	30	34	47	63	89	144
MATHEMATICS	43	11	18	13	12	24	40	36	31	63	85
LANGUAGE ARTS							1		1	5	33
CULTURAL ENRICHMENT											16
ENGLISH						6		6		15	30
ENGLISH-2ND LANG.											
INDUSTRIAL ARTS											
HOME ECONOMICS											
NATURAL SCIENCES											
PHY. ED./RECREATION											7[illegible]
SOCIAL SCIENCES											
MUSIC											
BUSINESS EDUCATION											
ART											
VOCATIONAL ED.											
SPEECH											
OTHER											27
NO ACTIVITY											

NUMBER OF MONTHS BY WHICH STUDENTS SURPASSED LEA'S STANDARDS OF SUCCESS BY ACTIVITY (SUMMER TERM)

Table 21

ACTIVITIES FOR SUMMER TERM

GRADE LEVEL 4 - 6

	GAIN BY MONTH									
ACTIVITY	+1	+2	+3	+4	+5	+6	+7	+8	+9	+10
READING	103	85	67	64	53	55	44	37	40	230
MATHEMATICS	55	66	63	57	52	25	65	33	26	214
LANGUAGE ARTS	3	6	1	3	1	4	1	3		7
CULTURAL ENRICHMENT										
ENGLISH	2				3			1		1
ENGLISH-2ND LANG.										
INDUSTRIAL ARTS										
HOME ECONOMICS										
NATURAL SCIENCES										
PHY. ED./RECREATION										
SOCIAL SCIENCES										
MUSIC										
BUSINESS EDUCATION										
ART										
VOCATIONAL ED.										
SPEECH										
OTHER										
NO ACTIVITY										

TECHNIQUES USED TO IMPLEMENT TITLE I ACTIVITIES (SUMMER TERM)

Table 22

GRADE LEVEL 4 - 6

ACTIVITIES FOR SUMMER TERM

ACTIVITY	TECHNIQUES USED IND. INSTRUC.	TUTOR ASSIST.	SMALL GR INSTUCT.	LARGE GR INSTUCT.	FIELD TRIPS	INDIV. COUNSEL	GROUP COUNSEL	DRILL	OTHER
READING	90	37	87	18	31	32	8	50	11
MATHEMATICS	64	25	60	13	20	22	4	51	5
LANGUAGE ARTS	9	2	8	4	4	2	1	5	1
CULTURAL ENRICHMENT	2	2	3	2	2			1	
ENGLISH	1	1	1						
ENGLISH-2ND LANG.									
INDUSTRIAL ARTS	1	1	1						
HOME ECONOMICS									
NATURAL SCIENCES	2	1	2	1	1			1	
PHY. ED./RECREATION	6	3	9	8	2	3		4	
SOCIAL SCIENCES			1	1		1	1		
MUSIC	1				1	1			
BUSINESS EDUCATION									
ART	9		8	3	5	3			1
VOCATIONAL ED.									
SPEECH	1	1	1						
OTHER	7	4	4	2	4	5	1	3	
NO ACTIVITY									

MAJOR FACTORS CONTRIBUTING TO SUCCESS
BY ACTIVITY (SUMMER TERM)

Table 23

GRADE LEVEL 4 - 6

ACTIVITIES FOR SUMMER TERM

MAJOR FACTORS CONTRIBUTING TO SUCCESS

ACTIVITY	EARLY IDENTIF.	MATERIAL & EQUIP.	INDIV. INSTRUCT.	POSITIVE ATTITUDE	SELF MOTIVATED	PARENTAL HELP	SMALL GR INST.	TEACHER & AIDES	OTHER
READING		35	50	6	12	7	49	19	19
MATHEMATICS		25	47	6	5	3	35	11	13
LANGUAGE ARTS		4	3		1		4	2	3
CULTURAL ENRICHMENT				1		1	1	2	2
ENGLISH							1		
ENGLISH-2ND LANG.									
INDUSTRIAL ARTS									1
HOME ECONOMICS									
NATURAL SCIENCES		1			1		1		
PHY. ED./RECREATION			3		4		4		3
SOCIAL SCIENCES									1
MUSIC									1
BUSINESS EDUCATION									
ART		4	2		1		4	2	3
VOCATIONAL ED.									
SPEECH			1				1		
OTHER			3	1	1		3	3	3
NO ACTIVITY									

MAJOR FACTORS CONTRIBUTING TO FAILURE
BY ACTIVITY (SUMMER TERM)

Table 24

ACTIVITIES FOR SUMMER TERM

GRADE LEVEL 4 - 6

	MAJOR FACTORS CONTRIBUTING TO FAILURE								
ACTIVITY	LACK OF MOTIVATION	IRREG. ATTEND.	DEFICIENT IN SKILLS	POOR ATTITUDE	EMOTION PROBLEMS	LACK PAR. INTEREST	TIME LIMITS	LOW INTELL.	OTHER
READING	14	53	1	18	6	8	3	11	10
MATHEMATICS	9	37		10	4	5	1	8	14
LANGUAGE ARTS	1	4	1	6		1	1		
CULTURAL ENRICHMENT									
ENGLISH		1							
ENGLISH-2ND LANG.									
INDUSTRIAL ARTS									
HOME ECONOMICS									
NATURAL SCIENCES		1						1	
PHY. ED./RECREATION	1	2		1					
SOCIAL SCIENCES							1		
MUSIC									
BUSINESS EDUCATION									
ART	2	3							1
VOCATIONAL ED.									
SPEECH		1				1			
OTHER	3	3		1	1				
NO ACTIVITY									

Table 25

GRADE LEVEL 7 - 9

NUMBER OF STUDENTS MEETING AND NOT MEETING THE LEA'S STANDARDS OF SUCCESS BY ACTIVITY (SUMMER TERM)

ACTIVITIES FOR SUMMER TERM

ACTIVITY	STANDARD OF SUCCESS	
	NUMBER MEETING STANDARD OF SUCCESS	NUMBER NOT MEETING STANDARD OF SUCCESS
READING	1,045	369
MATHEMATICS	931	216
LANGUAGE ARTS	214	34
CULTURAL ENRICHMENT	159	23
ENGLISH	197	12
ENGLISH-2ND LANG.	21	2
INDUSTRIAL ARTS	545	6
HOME ECONOMICS	226	8
NATURAL SCIENCES	580	31
PHY. ED./RECREATION	542	11
SOCIAL SCIENCES	55	3
MUSIC	174	
BUSINESS EDUCATION	180	
ART	429	6
VOCATIONAL ED.	24	8
SPEECH	45	7
OTHER	177	23
NO ACTIVITY		

METHODS OF DETERMINING SUCCESS
BY ACTIVITY (SUMMER TERM)

Table 26

ACTIVITIES FOR SUMMER TERM

GRADE LEVEL 7 - 9

ACTIVITY	METHOD OF DETERMINING SUCCESS STANDARDIZED TESTS	TEACHER MADE TESTS	OBSERVATION	CRITERION-REF. TESTS	OTHER
READING	64	56	93	5	3
MATHEMATICS	48	87	125	1	1
LANGUAGE ARTS	19	19	34	9	1
CULTURAL ENRICHMENT		1	5		1
ENGLISH	2	11	3		1
ENGLISH-2ND LANG.	3		1		
INDUSTRIAL ARTS			2		
HOME ECONOMICS		3	29		
NATURAL SCIENCES	2	9	5		2
PHY. ED./RECREATION		4	31		2
SOCIAL SCIENCES		4	6		
MUSIC		1	1		
BUSINESS EDUCATION	34		35		
ART		1	6		
VOCATIONAL ED.		1	1		
SPEECH			25		
OTHER	1	8	4		
NO ACTIVITY					

LEA'S EXPECTED STANDARDS OF SUCCESS
BY ACTIVITY (SUMMER TERM)

Table 27

GRADE LEVEL 7 - 9

ACTIVITIES FOR SUMMER TERM

ACTIVITY	EXPECTED STANDARD OF SUCCESS 1-6 MO. GAIN	7-12 MO. GAIN	1-1.5 MO. GAIN	1 MONTH	CHILD PROGRESS	STUDENT ABILITY	STUDENT LEVEL	NONE REPORT	OTHER
READING	18	4	2					1	20
MATHEMATICS	22	3	1						17
LANGUAGE ARTS	2		1						6
CULTURAL ENRICHMENT									5
ENGLISH									6
ENGLISH-2ND LANG.	2								
INDUSTRIAL ARTS	1								2
HOME ECONOMICS									6
NATURAL SCIENCES	1								7
PHY. ED./RECREATION									5
SOCIAL SCIENCES									5
MUSIC									1
BUSINESS EDUCATION									2
ART									5
VOCATIONAL ED.									1
SPEECH									1
OTHER	1								9
NO ACTIVITY									

Table 28

NUMBER OF MONTHS BY WHICH LEA'S DID NOT MEET AND THE NUMBER THAT EXACTLY MET THE LEA'S STANDARDS OF SUCCESS BY ACTIVITY (SUMMER TERM)

GRADE LEVEL 7 - 9

ACTIVITIES FOR SUMMER TERM

	LOSS BY MONTH										
ACTIVITY	-10	-9	-8	-7	-6	-5	-4	-3	-2	-1	EXACTLY MET
READING	59	6	9	8	11	15	9	12	25	13	41
MATHEMATICS	7	2	2	2	3	10	15	20	14	28	50
LANGUAGE ARTS	5		1	2		4	1	2	1		6
CULTURAL ENRICHMENT											9
ENGLISH											
ENGLISH-2ND LANG.					1						
INDUSTRIAL ARTS											346
HOME ECONOMICS											
NATURAL SCIENCES											175
PHY. ED./RECREATION											355
SOCIAL SCIENCES											9
MUSIC											174
BUSINESS EDUCATION											
ART											346
VOCATIONAL ED.											
SPEECH											
OTHER											8
NO ACTIVITY											

NUMBER OF MONTHS BY WHICH STUDENTS SURPASSED
LEA'S STANDARDS OF SUCCESS BY ACTIVITY (SUMMER TERM)

Table 29

ACTIVITIES FOR SUMMER TERM

GRADE LEVEL 7 - 9

ACTIVITY	GAIN BY MONTH +1	+2	+3	+4	+5	+6	+7	+8	+9	+10
READING	19	17	17	10	14	15	16	13	8	147
MATHEMATICS	42	36	22	26	22	17	7	13	12	34
LANGUAGE ARTS	3	6	2	6	3	3	3	2	2	41
CULTURAL ENRICHMENT										
ENGLISH		1								
ENGLISH-2ND LANG.			2	1	1		1			9
INDUSTRIAL ARTS										
HOME ECONOMICS										
NATURAL SCIENCES										
PHY. ED./RECREATION										
SOCIAL SCIENCES		2	3	4	1					
MUSIC										
BUSINESS EDUCATION										
ART										
VOCATIONAL ED.										
SPEECH										
OTHER										
NO ACTIVITY										

TECHNIQUES USED TO IMPLEMENT TITLE I
ACTIVITIES (SUMMER TERM)

Table 30

GRADE LEVEL 7 - 9

ACTIVITIES FOR SUMMER TERM

	TECHNIQUES USED								
ACTIVITY	IND. INSTRUC.	TUTOR ASSIST.	SMALL GR INSTUCT.	LARGE GR INSTUCT.	FIELD TRIPS	INDIV. COUNSEL	GROUP COUNSEL	DRILL	OTHER
READING	39	18	38	13	15	16	7	23	5
MATHEMATICS	40	21	37	10	16	12	4	30	4
LANGUAGE ARTS	8	4	8	2	3	3	2	4	
CULTURAL ENRICHMENT	7		3	3	4				
ENGLISH	3	1	4	3	1	1	1	2	2
ENGLISH-2ND LANG.	2	2	2	1	1	1			
INDUSTRIAL ARTS	3		2	3	2				1
HOME ECONOMICS	3	1	4	1	1				
NATURAL SCIENCES	6	2	8	4	4		1	3	1
PHY. ED./RECREATION	5	1	5	5		3	2	3	1
SOCIAL SCIENCES	4	2	5	1	3	3	2		
MUSIC	1	1		1					
BUSINESS EDUCATION	1	1	1			1		2	1
ART	5	1	2	3	2			1	
VOCATIONAL ED.	1		1		1				
SPEECH	1		1	1					
OTHER	9	2	7	4	6	1		2	1
NO ACTIVITY									

MAJOR FACTORS CONTRIBUTING TO SUCCESS
BY ACTIVITY (SUMMER TERM)

Table 31

ACTIVITIES FOR SUMMER TERM

GRADE LEVEL 7 - 9

	MAJOR FACTORS CONTRIBUTING TO SUCCESS								
ACTIVITY	EARLY IDENTIF.	MATERIAL & EQUIP.	INDIV. INSTRUCT.	POSITIVE ATTITUDE	SELF MOTIVATED	PARENTAL HELP	SMALL GR INST.	TEACHER & AIDES	OTHER
READING		24	24	4	5	1	24	8	7
MATHEMATICS		12	27	6	7	2	22	7	7
LANGUAGE ARTS		1	3	1	3	1	1	2	2
CULTURAL ENRICHMENT			1			1			4
ENGLISH			3				2		2
ENGLISH-2ND LANG.		1			1	1	1	1	
INDUSTRIAL ARTS		1	1		1		1		3
HOME ECONOMICS		1	1		2		3	1	2
NATURAL SCIENCES		1	3		1		4	2	2
PHY. ED./RECREATION		1	3		3		4		1
SOCIAL SCIENCES		1			1		2		2
MUSIC					1				
BUSINESS EDUCATION							2	1	
ART		2	2		1		1	2	2
VOCATIONAL ED.			1				1		
SPEECH				1	1				
OTHER		2	2		3		3		1
NO ACTIVITY									

MAJOR FACTORS CONTRIBUTING TO FAILURE
BY ACTIVITY (SUMMER TERM)

Table 32

GRADE LEVEL 7 - 9

ACTIVITIES FOR SUMMER TERM

ACTIVITY	MAJOR FACTORS CONTRIBUTING TO FAILURE LACK OF MOTIVATION	IRREG. ATTEND.	DEFICIENT IN SKILLS	POOR ATTITUDE	EMOTION PROBLEMS	LACK PAR. INTEREST	TIME LIMITS	LOW INTELL.	OTHER
READING	11	27	2	11	4	4	1		3
MATHEMATICS	11	21	1	5	3	4	2		3
LANGUAGE ARTS	3	3	2	1			1	1	1
CULTURAL ENRICHMENT	1	2		1	1				
ENGLISH	2	1	1					1	2
ENGLISH-2ND LANG.	1							1	1
INDUSTRIAL ARTS	1	2							
HOME ECONOMICS	1	3	1	1			1		1
NATURAL SCIENCES	3	6	1	1	1				1
PHY. ED./RECREATION	1	3							1
SOCIAL SCIENCES	1						1		
MUSIC		1							
BUSINESS EDUCATION		1							
ART	2	2							2
VOCATIONAL ED.		1							
SPEECH		1							
OTHER	1	4	1	1				1	
NO ACTIVITY									

NUMBER OF STUDENTS MEETING AND NOT MEETING THE LEA'S STANDARDS OF SUCCESS BY ACTIVITY (SUMMER TERM)

Table 33

GRADE LEVEL 10 - 12

ACTIVITIES FOR SUMMER TERM

ACTIVITY	STANDARD OF SUCCESS NUMBER MEETING STANDARD OF SUCCESS	NUMBER NOT MEETING STANDARD OF SUCCESS
READING	92	30
MATHEMATICS	75	16
LANGUAGE ARTS	84	19
CULTURAL ENRICHMENT	31	4
ENGLISH	173	74
ENGLISH-2ND LANG.	4	
INDUSTRIAL ARTS	23	
HOME ECONOMICS		
NATURAL SCIENCES	95	29
PHY. ED./RECREATION		
SOCIAL SCIENCES	117	59
MUSIC		
BUSINESS EDUCATION	33	3
ART	23	
VOCATIONAL ED.		
SPEECH		
OTHER	65	2
NO ACTIVITY		

METHODS OF DETERMINING SUCCESS
BY ACTIVITY
(SUMMER TERM)

Table 34

GRADE LEVEL 10 - 12

ACTIVITIES FOR SUMMER TERM

ACTIVITY	METHOD OF DETERMINING SUCCESS STANDARDIZED TESTS	TEACHER MADE TESTS	OBSERVATION	CRITERION-REF. TESTS	OTHER
READING	9	3	10	1	1
MATHEMATICS	41	14	48		
LANGUAGE ARTS	4	4	5		2
CULTURAL ENRICHMENT		2	4		
ENGLISH	2	14	2		1
ENGLISH-2ND LANG.	2				
INDUSTRIAL ARTS			1		1
HOME ECONOMICS					
NATURAL SCIENCES	5	1	1		1
PHY. ED./RECREATION					
SOCIAL SCIENCES	4	16	6		
MUSIC					
BUSINESS EDUCATION		2	2		
ART			1		
VOCATIONAL ED.					
SPEECH					
OTHER		13	1		
NO ACTIVITY					

Table 35

LEA'S EXPECTED STANDARDS OF SUCCESS
BY ACTIVITY
(SUMMER TERM)

GRADE LEVEL 10 - 12

ACTIVITIES FOR SUMMER TERM

EXPECTED STANDARD OF SUCCESS

ACTIVITY	1-6 MO. GAIN	7-12 MO. GAIN	1-1.5 MO. GAIN	1 MONTH	CHILD PROGRESS	STUDENT ABILITY	STUDENT LEVEL	NONE REPORT	OTHER
READING	3	2						1	2
MATHEMATICS	2	1							3
LANGUAGE ARTS	1								6
CULTURAL ENRICHMENT									1
ENGLISH									3
ENGLISH-2ND LANG.	1								
INDUSTRIAL ARTS									1
HOME ECONOMICS									
NATURAL SCIENCES									2
PHY. ED./RECREATION									
SOCIAL SCIENCES				1				1	3
MUSIC									
BUSINESS EDUCATION									2
ART									1
VOCATIONAL ED.									
SPEECH									
OTHER									3
NO ACTIVITY									

Table 36

GRADE LEVEL 10 - 12

NUMBER OF MONTHS BY WHICH STUDENTS DID NOT MEET AND THOSE THAT EXACTLY MET THE LEA'S STANDARDS OF SUCCESS BY ACTIVITY (SUMMER TERM)

ACTIVITIES FOR SUMMER TERM

	LOSS BY MONTH										
ACTIVITY	-10	-9	-8	-7	-6	-5	-4	-3	-2	-1	EXACTLY MET
READING	1			1	2				1	1	3
MATHEMATICS							1			3	5
LANGUAGE ARTS											
CULTURAL ENRICHMENT											
ENGLISH										2	1
ENGLISH-2ND LANG.											
INDUSTRIAL ARTS											
HOME ECONOMICS											
NATURAL SCIENCES											
PHY. ED./RECREATION											
SOCIAL SCIENCES											9
MUSIC											
BUSINESS EDUCATION											
ART											
VOCATIONAL ED.											
SPEECH											
OTHER											
NO ACTIVITY											

Table 37

GRADE LEVEL 10 - 12

NUMBER OF MONTHS BY WHICH STUDENTS SURPASSED THE LEA'S STANDARDS OF SUCCESS BY ACTIVITY (SUMMER TERM)

ACTIVITIES FOR SUMMER TERM

ACTIVITY	GAIN BY MONTH +1	+2	+3	+4	+5	+6	+7	+8	+9	+10
READING	1			1					1	4
MATHEMATICS		1	1	1						
LANGUAGE ARTS						1				3
CULTURAL ENRICHMENT										
ENGLISH	1	3	1	1	3	1		1	2	
ENGLISH-2ND LANG.										4
INDUSTRIAL ARTS										
HOME ECONOMICS										
NATURAL SCIENCES										
PHY. ED./RECREATION										
SOCIAL SCIENCES										
MUSIC										
BUSINESS EDUCATION										
ART										
VOCATIONAL ED.										
SPEECH										
OTHER										
NO ACTIVITY										

TECHNIQUES USED TO IMPLEMENT TITLE I
ACTIVITIES (SUMMER TERM)

Table 38

ACTIVITIES FOR SUMMER TERM

GRADE LEVEL 10 - 12

	TECHNIQUES USED								
ACTIVITY	IND. INSTRUC.	TUTOR ASSIST.	SMALL GR INSTUCT.	LARGE GR INSTUCT.	FIELD TRIPS	INDIV. COUNSEL	GROUP COUNSEL	DRILL	OTHER
READING	7	3	6	1	1	4	2	2	
MATHEMATICS	5	5	5	1	1	2		3	1
LANGUAGE ARTS	5	3	5	1	2	3	1		
CULTURAL ENRICHMENT		1	1	1					
ENGLISH	3	2	4	2	1		1	2	1
ENGLISH-2ND LANG.	1	1	1		1	1			
INDUSTRIAL ARTS	1		1	1		1			
HOME ECONOMICS									
NATURAL SCIENCES	1	1	1	1					
PHY. ED./RECREATION									
SOCIAL SCIENCES	5	2	5	2	2	1		1	
MUSIC									
BUSINESS EDUCATION	1		1	1		1			
ART	1		1	1		1			
VOCATIONAL ED.									
SPEECH									
OTHER	2	2	3	1	1			1	1
NO ACTIVITY									

Table 39

MAJOR FACTORS CONTRIBUTING TO SUCCESS
BY ACTIVITY (SUMMER TERM)

GRADE LEVEL 10 - 12

ACTIVITIES FOR SUMMER TERM

MAJOR FACTORS CONTRIBUTING TO SUCCESS

ACTIVITY	EARLY IDENTIF.	MATERIAL & EQUIP.	INDIV. INSTUCT.	POSITIVE ATTITUDE	SELF MOTIVATED	PARENTAL HELP	SMALL GR INST.	TEACHER & AIDES	OTHER
READING		3	4		1		1		1
MATHEMATICS			5		1		2		
LANGUAGE ARTS		1	3		1	1	2	2	1
CULTURAL ENRICHMENT									1
ENGLISH		1			1		2	1	1
ENGLISH-2ND LANG.					1	1		1	
INDUSTRIAL ARTS									1
HOME ECONOMICS									
NATURAL SCIENCES		1			1				
PHY. ED./RECREATION									
SOCIAL SCIENCES		2	3		1		2	1	
MUSIC									
BUSINESS EDUCATION					1				2
ART									1
VOCATIONAL ED.									
SPEECH									
OTHER			1	1	1		1		
NO ACTIVITY									

MAJOR FACTORS CONTRIBUTING TO FAILURE
BY ACTIVITY (SUMMER TERM)

Table 40

ACTIVITIES FOR SUMMER TERM

GRADE LEVEL 10 - 12

MAJOR FACTORS CONTRIBUTING TO FAILURE

ACTIVITY	LACK OF MOTIVATION	IRREG. ATTEND.	DEFICIENT IN SKILLS	POOR ATTITUDE	EMOTION PROBLEMS	LACK PAR. INTEREST	TIME LIMITS	LOW INTELL.	OTHER
READING	3	1							3
MATHEMATICS	2	4							1
LANGUAGE ARTS	3	1						1	
CULTURAL ENRICHMENT	1								
ENGLISH		2			1				1
ENGLISH-2ND LANG.	1							1	
INDUSTRIAL ARTS								1	
HOME ECONOMICS									
NATURAL SCIENCES		2	1						
PHY. ED./RECREATION									
SOCIAL SCIENCES	3	2			1			1	
MUSIC									
BUSINESS EDUCATION	1								
ART								1	
VOCATIONAL ED.									
SPEECH									
OTHER		1		1					
NO ACTIVITY									

Table 41

NUMBER OF STUDENTS MEETING AND NOT MEETING THE LEA'S STANDARDS OF SUCCESS BY ACTIVITY (SUMMER TERM)

GRADE LEVEL UNGRADED

ACTIVITIES FOR SUMMER TERM

ACTIVITY	STANDARD OF SUCCESS NUMBER MEETING STANDARD OF SUCCESS	NUMBER NOT MEETING STANDARD OF SUCCESS
READING	347	114
MATHEMATICS	197	58
LANGUAGE ARTS	96	19
CULTURAL ENRICHMENT	69	10
ENGLISH	22	4
ENGLISH-2ND LANG.		
INDUSTRIAL ARTS		
HOME ECONOMICS		
NATURAL SCIENCES	79	18
PHY. ED./RECREATION	78	
SOCIAL SCIENCES		
MUSIC		
BUSINESS EDUCATION		
ART		
VOCATIONAL ED.		
SPEECH		
OTHER	79	16
NO ACTIVITY		

Table 42

METHODS OF DETERMINING SUCCESS
BY ACTIVITY (SUMMER TERM)

GRADE LEVEL UNGRADED

ACTIVITIES FOR SUMMER TERM

ACTIVITY	METHOD OF DETERMINING SUCCESS STANDARDIZED TESTS	TEACHER MADE TESTS	OBSERVATION	CRITERION-REF. TESTS	OTHER
READING	12	16	30		15
MATHEMATICS	8	16	4		
LANGUAGE ARTS	20	25	25	1	1
CULTURAL ENRICHMENT			1		
ENGLISH	7	13	21		
ENGLISH-2ND LANG.					
INDUSTRIAL ARTS					
HOME ECONOMICS					
NATURAL SCIENCES	1	10	2		
PHY. ED./RECREATION	1		1		
SOCIAL SCIENCES					
MUSIC					
BUSINESS EDUCATION					
ART					
VOCATIONAL ED.					
SPEECH					
OTHER		1	2		
NO ACTIVITY					

Table 43

LEA'S EXPECTED STANDARDS OF SUCCESS
BY ACTIVITY (SUMMER TERM)

GRADE LEVEL UNGRADED

ACTIVITIES FOR SUMMER TERM

ACTIVITY	1-6 MO. GAIN	7-12 MO. GAIN	1-1.5 MO. GAIN	1 MONTH	CHILD PROGRESS	STUDENT ABILITY	STUDENT LEVEL	NONE REPORT	OTHER
	EXPECTED STANDARD OF SUCCESS								
READING	4		1	1					5
MATHEMATICS	3		1		1				1
LANGUAGE ARTS	1								
CULTURAL ENRICHMENT									1
ENGLISH									2
ENGLISH-2ND LANG.									
INDUSTRIAL ARTS									
HOME ECONOMICS									
NATURAL SCIENCES	1								1
PHY. ED./RECREATION									1
SOCIAL SCIENCES									
MUSIC BUSINESS EDUCATION									
ART									
VOCATIONAL ED.									
SPEECH									
OTHER									2
NO ACTIVITY									

366

365

Table 44

GRADE LEVEL UNGRADED

NUMBER OF MONTHS BY WHICH STUDENTS DID NOT MEET AND NUMBER THAT EXACTLY MET THE LEA'S STANDARDS OF SUCCESS BY ACTIVITY (SUMMER TERM)

ACTIVITIES FOR SUMMER TERM

	LOSS BY MONTH										
	-10	-9	-8	-7	-6	-5	-4	-3	-2	-1	EXACTLY MET
ACTIVITY											
READING	8	2	2	2	1	4	6	6	9	4	48
MATHEMATICS	8	4			2	3	6	5	11	6	77
LANGUAGE ARTS											5
CULTURAL ENRICHMENT	10										69
ENGLISH											
ENGLISH-2ND LANG.											
INDUSTRIAL ARTS											
HOME ECONOMICS											
NATURAL SCIENCES	5	1	2	1	4			2	2	1	37
PHY. ED./RECREATION											
SOCIAL SCIENCES											
MUSIC											
BUSINESS EDUCATION											
ART											
VOCATIONAL ED.											
SPEECH											
OTHER											
NO ACTIVITY											

Table 45

GRADE LEVEL UNGRADED

NUMBER OF MONTHS BY WHICH STUDENTS
SURPASSED THE LEA'S STANDARDS OF SUCCES BY ACTIVITY
(SUMMER TERM)

ACTIVITIES FOR SUMMER TERM

GAIN BY MONTH

ACTIVITY	+1	+2	+3	+4	+5	+6	+7	+8	+9	+10
READING	5	11	16	6	2	4	6	4	9	45
MATHEMATICS	5	6	8	8	3	6	3	3	3	31
LANGUAGE ARTS										
CULTURAL ENRICHMENT										
ENGLISH		2	3							
ENGLISH-2ND LANG.										
INDUSTRIAL ARTS										
HOME ECONOMICS										
NATURAL SCIENCES	1	3	2	3	2	2		1		20
PHY. ED./RECREATION										
SOCIAL SCIENCES										
MUSIC										
BUSINESS EDUCATION										
ART										
VOCATIONAL ED.										
SPEECH										
OTHER										
NO ACTIVITY										

Table 46

TECHNIQUES USED TO IMPLEMENT TITLE I
ACTIVITIES (SUMMER TERM)

GRADE LEVEL UNGRADED

ACTIVITIES FOR SUMMER TERM

TECHNIQUES USED

ACTIVITY	IND. INSTRUC.	TUTOR ASSIST.	SMALL GR INSTUCT.	LARGE GR INSTUCT.	FIELD TRIPS	INDIV. COUNSEL	GROUP COUNSEL	DRILL	OTHER
READING	2	3	10		3	4	2	5	1
MATHEMATICS	7	1	6		2	1		5	1
LANGUAGE ARTS	2	1	2	1	1		1	1	
CULTURAL ENRICHMENT	1		1		1	1			
ENGLISH	2		2		1	1		1	
ENGLISH-2ND LANG.									
INDUSTRIAL ARTS									
HOME ECONOMICS									
NATURAL SCIENCES	2	1	2	1	2	2		1	1
PHY. ED./RECREATION	1		1	1	1				
SOCIAL SCIENCES									
MUSIC									
BUSINESS EDUCATION									
ART									
VOCATIONAL ED.									
SPEECH									
OTHER	1	1	1	1		2	1	1	
NO ACTIVITY									

Table 47

MAJOR FACTORS CONTRIBUTING TO SUCCESS
BY ACTIVITY (SUMMER TERM)

GRADE LEVEL UNGRADED

ACTIVITIES FOR SUMMER TERM

MAJOR FACTORS CONTRIBUTING TO SUCCESS

ACTIVITY	EARLY IDENTIF.	MATERIAL & EQUIP.	INDIV. INSTUCT.	POSITIVE ATTITUDE	SELF MOTIVATED	PARENTAL HELP	SMALL GR INST.	TEACHER & AIDES	OTHER
READING		4	9		2	1	5	2	1
MATHEMATICS		2	4		1		4	1	2
LANGUAGE ARTS			1	1			1		1
CULTURAL ENRICHMENT							1	1	
ENGLISH			1	1			1		
ENGLISH-2ND LANG.									
INDUSTRIAL ARTS									
HOME ECONOMICS									
NATURAL SCIENCES		1	1		1		1		
PHY. ED./RECREATION			1				1		1
SOCIAL SCIENCES									
MUSIC									
BUSINESS EDUCATION									
ART									
VOCATIONAL ED.									
SPEECH									
OTHER		1		1					1
NO ACTIVITY									

4

Table 48

MAJOR FACTORS CONTRIBUTING TO FAILURE
BY ACTIVITY (SUMMER TERM)

GRADE LEVEL UNGRADED

ACTIVITIES FOR SUMMER TERM

MAJOR FACTORS CONTRIBUTING TO FAILURE

ACTIVITY	LACK OF MOTIVATION	IRREG. ATTEND.	DEFICIENT IN SKILLS	POOR ATTITUDE	EMOTION PROBLEMS	LACK PAR. INTEREST	TIME LIMITS	LOW INTELL.	OTHER
READING	5	7		1				2	1
MATHEMATICS	2	3		2			2	2	
LANGUAGE ARTS		1						1	1
CULTURAL ENRICHMENT	1	1							
ENGLISH	1	1						1	
ENGLISH-2ND LANG.									
INDUSTRIAL ARTS									
HOME ECONOMICS									
NATURAL SCIENCES		1							
PHY. ED./RECREATION									
SOCIAL SCIENCES									
MUSIC									
BUSINESS EDUCATION									
ART									
VOCATIONAL ED.									
SPEECH									
OTHER		2							
NO ACTIVITY									